DOCUMENT RESUME

ED 192 291 CS 005 666

AUTHOR Hoffman, J. V.; And Others
TITLE FORMAS--Feedback to Oral Reading Analysis System. Training Manual. Manual No. 5085.
INSTITUTION Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE [80]
NOTE 126p.; The accompanying audiocasette tape is not available from ERIC. Write to the Research and Development Center for Teacher Education for availability information.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Classification; *Classroom Communication; Data Analysis; Elementary Education; Guides; *Interaction Process Analysis; *Miscue Analysis; *Oral Reading; *Reading Diagnosis; Reading Instruction; Student Teacher Relationship

ABSTRACT

The Feedback to Oral Reading Miscue Analysis System (FORMAS) is a low-inference coding system developed to characterize verbal interaction between teacher and students during oral reading instruction. The six lessons presented in this manual are designed to teach the use of FORMAS in approximately ten hours. Each of the lessons deals with one of the five clusters of behaviors represented in the coding system: (1) the characteristics of the miscue itself, (2) the ways in which students attempt to deal with their miscues, (3) the teachers's verbal feedback to student miscues, (4) the feedback given by other students during group oral reading instruction, and (5) the resolution of miscues. A sixth lesson presents additional information required by the coding system. Each lesson offers a narrative description of the behavior cluster with appropriate definitions and a section of practice coding exercises. The manual also contains a section of extended coding exercises and a section for use in calculating reliability. A coding sheet and a list of definitions used in the coding system are appended. (Author/FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED192291

FORMAS--Feedback to Oral Reading Analysis System Training Manual

J.V. Hoffman, C.H. Gardner, & R.O. Clements

Research and Development Center
for Teacher Education

The University of Texas at Austin

Manual No. 5085

CS005666

This study was supported in part by Contracts and Grants for the National Institute of Education to The Research and Development Center for Teacher Education, The University of Texas at Austin. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that office should be inferred.

FORMAS--Feedback to Oral Reading Analysis System

Training Manual

Introduction

This manual is designed to prepare you to use the FORMAS coding system (Hoffman & Baker, 1980). The only training materials you will need are this booklet, a stopwatch, and the accompanying audiocassette tape. The average training time necessary to achieve recommended proficiency levels is approximately ten hours.

Background

FORMAS is a low-inference coding system developed to characterize the verbal interactions which transpire between teacher and students during oral reading instruction. Oral reading instruction is defined as student(s) reading aloud from a text with the goal of improving decoding skills and a teacher in a position to monitor performance. The setting may be either group guided or individual tutorial.

Five major clusters of behaviors are represented in the coding system. Cluster I focuses on the characteristics of the miscue itself. Following Goodman (1969), a miscue is defined as an observed response which differs from an expected response. Only single word miscues are coded in the system. Miscues which involve two or more contiguous text words are tallied in the system but not analyzed.

Cluster II specifies the ways in which the student is attempting to deal with the miscue just made. For example, the student may keep on reading with no apparent attention to the miscue, or the student may stop and make repeated attempts at identifying the text word. Only the first behavior of the student following the initial miscue is coded in this cluster.

OCT 2 8 1980

Clusters III and IV address the verbal feedback to the student's miscue. In Cluster III teacher verbal behavior directed toward the student is classified in terms of the type, point, and timing of overt feedback, if offered. Cluster IV is coded when group oral reading instruction is being observed. In this cluster, the verbal feedback to the miscue offered by other students in the group is represented.

The final cluster (V) informs us as to the resolution of miscues. The miscue may be left uncorrected, or the teacher, another student, or the student who made the miscue may finally identify the correct word.

There are two points which the potential user of the system should keep in mind. First, while the system is designed to be "low-inference," there are decisions you will be forced to make in certain categories. We will clearly label these gray areas in our discussion of the system. When making coding decisions in these areas, strive for consistency. That is, that at a minimum you would make the same decision again given similar circumstances. Second, as with any coding system, it is very important that we achieve high levels of agreement (reliability) between different coders. You should be able, after training in this system, to code a given instance of oral reading instruction with substantial agreement with any other trained coder. This degree of expertise will come only as a result of (1) knowledge of the system, (2) practice in coding with the system, and (3) consistency in all coding decisions.

There are six lessons in this manual--one lesson for each of the five clusters of the taxonomy and one covering additional information required by the coding system. The two part pattern for each lesson is the same across all clusters. In Part 1 you will be given a narrative description of the cluster with the appropriate operational definitions. In Part 2,

you will listen to a taped oral reading session and practice marking the text and coding, and then compare your marked text and codes with the correct ones. Upon completion of the six lessons you will be given extended practice coding three additional reading sessions until criterion levels of agreement are reached.

Lesson 1 Cluster I The Miscue

Part 1: Introduction

Definition of MISCUE (4)*: An observed response which differs from an expected response.

Miscues are coded in this system in a sequence which reflects their order of occurrence. The "miscue number" (1) relates to the ordinal position of that miscue in the interaction that is being coded. The "expected response" (2) refers to the text word that is involved in the miscue. The text word for each miscue should be written directly on the coding sheet. The "observed response" (3) refers to what the student did (or did not do) in making the miscue. The observed response for each miscue should be written directly on the coding sheet. Next to the observed response the coder should record the I.D. number to specify the student who made the miscue. This I.D. relates to the "turns" record found at the bottom of the coding sheet. The "turns" record will be explored in detail in Lesson 6 of the manual.

Once the general miscue information has been recorded for a given miscue the coder must classify the miscue by its type (5). There are seven basic types of miscues specified in the FORMAS taxonomy.

Definition of INSERTION (6): The reader inserts a word or an affix which is not present in the text.

Example 1

Miscue at

Text The girl hit ^ the ball.

*The number in parenthesis found after FORMAS terms are keyed for easy reference to the FORMAS coding sheet (Appendix A) and to a summary list of definitions (Appendix B).

Example 2

Miscue s

Text The girl hit the ball.

If the student inserts a phrase (i.e., two or more words) into the text it is also coded as a single insertion miscue.

Example 3

Miscue big round

Text The boy hit the ball.

Do not code an insertion when the student changes a word by adding a letter(s) which affects the root of the word.

Example 4 (not an insertion)

Miscue [substitutes] their

Text The boy hit the ball.

Definition of OMISSION (7): The reader omits a word or an affix which is present in the text.

Example 5

Miscue [omits "the"]

Text The elephant ate the peanuts.

Example 6

Miscue [omits "s"]

Text The elephant ate the peanuts.

If the student omits a phrase (i.e., two or more contiguous words) from the text it is not coded as an omission miscue. Miscues which involve two or more contiguous text words are tallied as MULTIPLE MISCUES (64) and not coded in the taxonomy. Also, do not code an omission when the student changes a word by leaving off a letter(s) which affects the root of the word.

Example 7 (not an omission)

Miscue [substitutes] at

Text The elephant ate the peanuts.

Definition of SUBSTITUTION (8): The reader substitutes a word or an affix for one which is present in the text.

Example 8

Miscue piece

Text James placed a block of wood in the water.

Example 9

Miscue -es

Text James placed a block of wood in the water.

A substitution miscue must be reasonably recognizable as a meaningful word. The following is not an example of a substitution miscue.

Example 10 (not a substitution)

Miscue /slaced/

Text James placed a block of wood in the water.

Definition of MISPRONUNCIATION (9): The reader substitutes a partial or complete nonsense utterance for a word or affix which is present in the text.

Example 11

Miscue /plox/

Text Kay looked in the box and called him.

Example 12

Miscue /K.../

Text Kay looked in the box and called him.

Example 13

Miscue /...ft/

Text Kay looked in the box and called him.

Definition of DON'T KNOW (10): The reader stops before attempting a word and verbally requests teacher assistance.

Example 14

Miscue (DK) [S: What's this word?]

Text They all/wanted to feed the pet.

Don't knows are marked in the text with a /(DK).

Definition of HESITATION (11): The reader pauses before attempting a word for at least three seconds or the teacher or another student intervenes before the three second period elapses.

Example 15

Miscue (H) [4 seconds]

Text David was ^ watching the children swim.

Example 16

Miscue (H) [1 second; T: Look at the first letter.]

Text David was ^ watching the children swim.

Hesitations are marked in the text with a (H)^.

Definition of REPETITION (12): Saying a text word or set of adjacent text words two or more times.

Example 17

Miscue [repeats "smiled"]

Text He smiled at his father.

Example 18

Miscue [repeats "he smiled"]

Text He smiled at his father.

A repetition is the only type of miscue coded in the FORMAS system which can involve contiguous text words. Repetitions are marked in the text with a ~~~ under the repeated elements.

Most miscues are coded in the FORMAS scheme relative to certain qualitative characteristics (13). The first characteristic is meaning change. The coder must decide whether a miscue results in little or substantial meaning change.

Definition of LITTLE MEANING CHANGE (14): The miscue alters the author's intended meaning only slightly.

Example 19

Miscue harm

Text The dog won't hurt you.

Definition of SUBSTANTIAL MEANING CHANGE (15): The miscue alters the author's intended meaning significantly.

Example 20

Miscue help

Text The dog won't hurt you.

Hesitations, don't knows, calls for help, and repetition type miscues are not coded relative to meaning change. Misprounnciations are almost always coded as substantial meaning change.

The second qualitative characteristic of miscues is the degree of grapho-phonic (sound-to-symbol) similarity between the observed and expected responses. The procedure for determining grapho-phonic similarity has been

designed in some ways to follow the procedures suggested by Goodman & Burke (1972). First divide the expected response into three parts. Next, divide the observed response into three parts. Compare these parts for commonalities.

Definition of HIGH GRAPHO-PHONIC SIMILARITY (16): At least two of the three parts of the observed response conform to the expected response.

Example 21

Miscue went

Text want

Example 22

Miscue /alifator/

Text alligator

Definition of LOW GRAPHO-PHONIC SIMILARITY (17): Less than two of the three parts of the observed response conform to the expected response.

Example 23

Miscue treat

Text twinkle

Example 24

Miscue a

Text that

Insertions, omissions, don't knows, hesitations, and repetitions are not coded relative to grapho-phonic similarity.

Lesson 1 Cluster I
Part 2: Practice

For your initial practice in coding Cluster I, you will listen to an audiocassette tape of a session of oral reading. During your first auding of the tape, indicate the miscues you hear on the page of accompanying text, using the standard miscue marks in the examples in Part 1 of this lesson. Each time a child is called on to read, enter the name (59) at the bottom of FORMAS in the slot beside his or her sequential turn (58) in the session. Next, enter this student's I.D. number (for this example use 01, 02, 03...) (60). Following the instructions and definitions in Part 1, code FORMAS for the types and characteristics of the miscues you have marked in the text in the order in which they occur, indicating the reader's I.D. number in parentheses beside each miscue made by that reader. You may wish to mark the miscues in the text first and then code FORMAS during a second audition of the tape, or do both during a single hearing. Use whichever procedure works most efficiently for you, and listen to the tape as many times as you deem necessary.

The first section of this reading session is somewhat tricky to code because of the large number of errors and because it is read over several times. While this particular situation is unusual, you will find many "tricky" passages when you code oral reading in natural settings. It is in dealing with these that consistency in coding is important.

When you have finished coding the segment of tape under Cluster I on FORMAS, turn to the next page of the manual, where you will find a marked text and the correct codes for that segment, with marginal comments. Compare your markings and codes with the correct codes. Where your marking and codes differ from the ones given, refer back to the definitions and the examples in

Part 1, and to the marginal comments. Listen to the tape again if necessary, until you are sure you understand the rationale for each code.

The Big Turnip

It was summer.

A mother asked her boy to bring her a turnip for lunch.

The boy went to get a big turnip.

He got down to pull it up.

He pulled and pulled, but he did not get the turnip.

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."

"Then I will help," said his mother.
"I will pull on you as you pull on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

A man came down the road and met the mother.
"Will you help pull?" the mother asked

The man said, "Yes, I will help.
You and the boy and I will pull up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher _____ Group _____

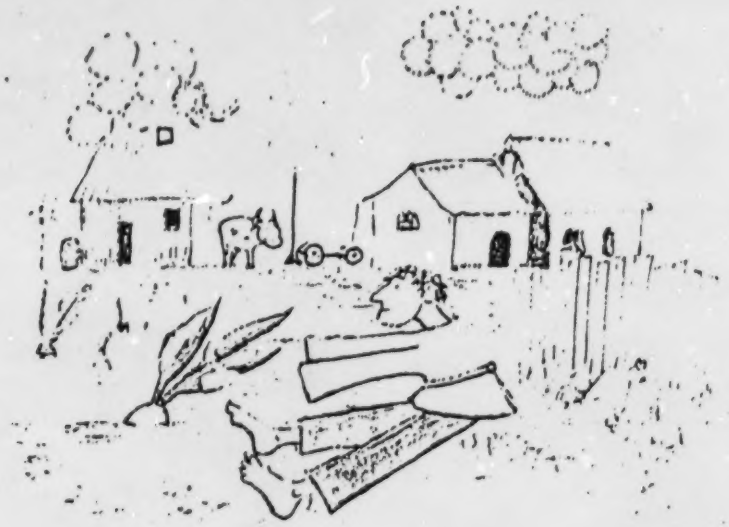
FORMAS

CLUSTER 1 — MISCUE 4

Time Code	1 MISCUE NUMBER	2 EXPECTED RESPONSE	3 OBSERVED RESPONSE	TYPE 5: 6 INSERTION	7 OMISSION	8 SUBSTITUTION	9 MISPRONUNCIATION	10 DON'T KNOW	11 HESITATION	12 REPETITION	CHARACTERISTICS 13: 14 LITTLE CHANGE IN MEANING	15 SUBSTANTIAL CHNG IN MEANING	16 HIGH GRAPHO-PHONIC	17 LOW GRAPHO-PHONIC
	1													
	2													
	3													
	4													
	5													
	6													
	7													
	8													
	9													
	10													
	11													
	12													
	13													
	14													
	15													
	16													
	17													
	18													
	19													
	20													
	21													
	22													
	23													
	24													
	25													

58 Turn	59 Name	60 I.D.
1		
2		
3		
4		
5		
6		
7		
8		

Date _____
Tape no. _____
Text _____



The Big Turnip

Becky Nathan

It was summer.

A mother asked her boy to bring her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled but he did not get the turnip.

Tim

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."

"Then I will help," said his mother.
"I will pull on you as you pull on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

Nathan

A man came down the road and met the mother.
"Will you help pull?" the mother asked.

The man said, "Yes, I will help.
You and the boy and I will pull up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Little Change in Meaning	Substantial Chng in Meaning	High Grapho-phonic	Low Grapho-phonic
	1	Summer	so (01)			X	X					X		X
	2	mother	mu... (01)				X					X		X
	3	her	hŭ... (01)				X					X		X
	4	boy	– (01)						X					
	5	turnip	turn (03)				X					X	X	
	6	for	f... (01)				X					X		X
	7	her	hĭ... (01)				X					X		X
	8	bring	– (03)						X					
	9	but	– (01)						X					
	10	that	they (03)			X						X	X	
	11	then	they (03)			X						X	X	
	12	his	hee (03)			X					X			X
	13	AS	ASS (03)				X					X	X	
	14	the	s... (01)				X					X		X
	15	asked	ask (03)		X						X		X	
	16	–	and (03)	X							X			
	17													
	18													
	19													
	20													
	21													
	22													
	23													
	24													
	25													

Turn	Name	I.D.
1	Becky	01
2	Nathan	02
3	Becky	01
4	Tim	03
5	Nathan	02
6		
7		
8		

Date_____

Tape no._____

Text Sun and Shadow

19

Miscue No.

2. An attempt at a word which results in a nonsense utterance is coded as mispronunciation. Always coded as substantial meaning change.

4. Although miscues 3 and 4 fall on contiguous words, do not code them as multiple miscue since there is teacher feedback between the two miscues. Meaning change and grapho-phonic similarity are not coded on hesitation miscues.

5. Not coded as omission because "ip" is not an affix--part of root word is missing.

6. Not a multiple miscue because the contiguous word ("turnip") is self corrected immediately.

13. Misprounnunciation; since the reader has correctly pronounced /z/ in "his" we know "ass" is not reflective of his speech pattern. Compare with /mudder/ for mother and /dey/ for "they," that are not coded as misprounnunciations because of speech problem with /ð/.

15. Omissions are coded for meaning change.

16. Insertions are coded for meaning change.

"Period" is not coded, since punctuation, intonation, and expression are beyond the scope of this taxonomy.

Note that there are no multiple miscues in this passage. Multiple miscues are not coded in Cluster I, but are simply tallied elsewhere on FORMAS.

15

20

Lesson 2 Cluter II Reactions

Part 1: Introduction

Definition of REACTION (18): How the reader initially deals with his own miscue.

In most instances, the reaction cluster is coded to indicate the student's first behavior following a miscue. There are six categories of behavior identified in this cluster.

Definition of CONTINUATION (19): The student continues reading with no apparent attention to the miscue.

Example 25

Miscue any→

Text Jill found a number of coins

The continuation is marked with a small arrow next to the miscue. It is important to note that the student need read only the next word in the text for the reaction to be coded as a continuation. The exceptions to this rule are in the case of insertions and omissions.

Example 26

Miscue their→

Text They continued walking in the sand.

In this case it would be necessary for the student to read as far as the text word "in" for the reaction to be coded as a continuation.

Example 27

Miscue →

Text The horse jumped (over) the fence.

In this case it would be necessary for the student to read as far as the text word "fence" to be coded as a continuation.

Definitions of REPEATED ATTEMPTS (20): The reader makes repeated attempts at identifying the text word.

In a repeated attempt, the reader's first reaction is to try again at the text word. Repeated attempts are noted below the original miscue. There are four kinds of repetition reactions which can be illustrated with examples.

Example 28

Miscue 1. racing 2. racing

Text Sally's mother came running from the house.

This is an exact repetition where the reader simply repeated the original miscue.

Example 29

Miscue 1. roping 2. looking

Text Sally's mother came running from the house.

This is a random repetition where the reader makes a repeated attempt which apparently does not bring him close to identifying the text word.

Example 30

Miscue 1. r... 2. run

Text Sally's mother came running from the house.

This is a progressive repetition where the reader makes a repeated attempt which is apparently bringing him/her close to the identification of the text word.

Example 31

Miscue 1. r... 2.

Text Sally's mother came running from the house.

This is a recycling repeated attempt where the reader, after the initial miscue, has gone back to read from an earlier portion of text.

Repeated attempts is a reaction category and should not be confused with the class of repetition miscues in Cluster I. Repetitions involve the exact rereading of a word or phrase.

Definition of PAUSE (21): The student stops reading for at least two seconds after the miscue occurs.

Example 32

Miscue /Frid/ (P)

Text Freddie was getting ice from the freezer.

Pauses which follow a miscue are marked in the text with a /(P). It is best to use a stopwatch to determine if a pause has occurred. Pauses which follow a hesitation miscue require a total of five seconds of silence: three for the hesitation miscue and a minimum of two for the pause reaction.

Definition of CALL FOR HELP (22): The reader explicitly requests teacher assistance after a miscue has been made.

Example 33

Miscue stroping (CH)

Text The boats are not stopping.

Calls for help are marked in the text with a /(CH).

Definition of NO OPPORTUNITY (23): The teacher or another student intervenes within two seconds of the miscue occurring and no other reaction by the student is in evidence.

Example 34

Miscue caring (NO) [T: Careful]

Text Be careful. He might bite.

No opportunities are marked on the text with a (NO). This is the only reaction category which is not reflective of the behavior of the student making a miscue. If the student continues reading after a miscue and the teacher comes in before two seconds code the reaction as a continuation. No opportunity is coded only when the teacher comes in before two seconds and the student has indicated no other reaction.

Definition of IMMEDIATE SELF-CORRECTION (24): The student self-corrects the miscue immediately before showing evidence of any other reaction.

Example 35

Miscue /rick/ (SC)

Text We had better get rid of him.

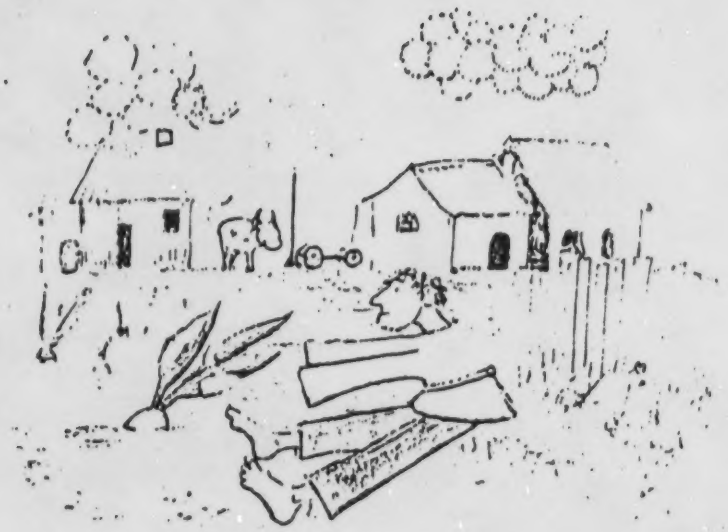
Immediate self-corrections are marked in the text with an (SC) after the miscue. If the student shows any other initial reaction (e.g., a continuation) before self-correcting, it is not coded as an immediate self-correction. In that case, it makes no difference that the student self-corrected in less then two seconds; the first reaction should be coded. Repetition miscues are always coded as self-correction in Cluster II.

Lesson 2 Cluster II

Part 2: Practice

For your initial practice in coding Cluster II, you will code the students' reactions to their own miscues during the same oral reading session you heard in Lesson 1. Listen to the tape as many times as necessary and follow the instructions and definitions in Part 1 of Lesson 2. A copy of the text correctly marked for the miscues follows this page. As you listen to the tape again, mark the text for Cluster II, following the examples. Code Cluster II on the following FORMAS, which already lists the miscues and is correctly coded for Cluster I.

As in the previous lesson, when you have finished coding, turn to the next pages where you will find the correctly marked text and the correct codes for Cluster II, with marginal comments. Compare the marks and correct codes with your own. Where your codes differ from the ones given, refer back to the definitions and examples in Part 1 of this lesson, and study the marginal comments. Listen to the tape again if necessary until you understand why each miscue was coded as it was.



The Big Turnip

Becky Nathan Becky

It was summer.

A mother asked her boy to bring her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled, but he did not get the turnip.

Tim

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."

"Then I will help," said his mother.
"I will pull on you as you pull on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

Nathan

A man came down the road and met the mother.
"Will you help pull?" the mother asked.

The man said, "Yes, I will help.
You and the boy and I will pull up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher C Group 1

FORMAS

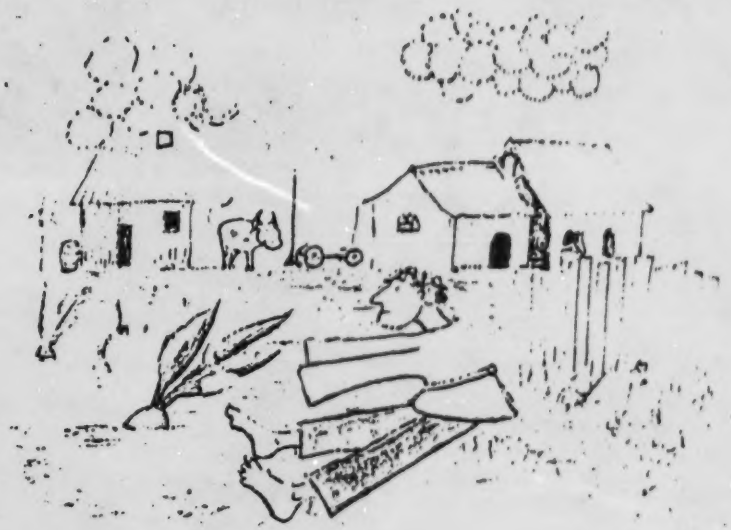
Time Code	1 MISCUE NUMBER	2 EXPECTED RESPONSE	3 OBSERVED RESPONSE	CLUSTER 1 MISCUE: 4 TYPE: 6 INSERTION	7 OMISSION	8 SUBSTITUTION	9 MISPRONUNCIATION	10 DON'T KNOW	11 HESITATION	12 REPETITION	13 CHARACTERISTICS: 14 LITTLE CHANGE IN MEANING	15 SUBSTANTIAL CHNG IN MEANING	16 HIGH GRAPHO-PHONIC	17 LOW GRAPHO-PHONIC	CLUSTER 11 REACTIONS: 19 CONTINUATION	20 REPEATED ATTEMPTS	21 PAUSE	22 CALL FOR HELP	23 NO OPPORTUNITY	24 IMMEDIATE SELF CORRECTION
	1	Summer	so (01)			X						X		X						
	2	mother	mo... (01)				X					X		X						
	3	her	hr... (01)				X					X		X						
	4	boy	– (01)						X			X								
	5	turnip	turn (02)				X					X	X							
	6	for	f... (02)				X					X		X						
	7	her	hi... (01)				X					X		X						
	8	bring	– (01)						X											
	9	but	– (01)						X											
	10	that	they (03)			X						X	X							
	11	then	they (03)			X						X	X							
	12	his	hee (03)			X					X			X						
	13	as	ass (03)				X					X	X							
	14	the	s... (02)				X					X		X						
	15	asked	ask (02)		X						X		X							
	16	–	and (02)	X							X									
	17																			
	18																			
	19																			
	20																			
	21																			
	22																			
	23																			
	24																			
	25																			

58 Turn	59 Name	60 I.D.
1	Becky	01
2	Nathan	02
3	Becky	01
4	Tim	03
5	Nathan	02
6		
7		
8		

Date

Tape no.

Text Sun and Shadow



The Big Turnip

Becky
Nathan
Becky

It was summer.

A mother asked her boy to bring her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled, but he did not get the turnip.

Tim

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."

"Then I will help," said his mother.
"I will pull on you as you pull on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

Nathan

A man came down the road and met the mother.
"Will you help pull?" the mother asked.

The man said, "Yes, I will help.
You and the boy and I will pull up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher Ott Group 1

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I: Miscue — Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristic: Little Change in Meaning	Substantial Change in Meaning	High Grapho-Phonic	Low Grapho-Phonic	Cluster II: Reactions: Continuation	Repeated Attempts	Pause	Call for Help	No Opportunity	Immediate Self Correction
	1	Summer	so (01)			X						X		X		X				
	2	mother	mu... (01)				X					X		X						X
	3	her	hr... (01)				X					X		X		X				
	4	boy	– (01)						X								X			
	5	turnip	turn (03)				X					X	X							X
	6	for	f... (02)				X					X		X						X
	7	her	hi... (01)				X					X		X						X
	8	bring	– (01)						X								X			
	9	but	– (01)						X								X			
	10	that	they (03)			X						X	X							X
	11	then	they (03)			X						X	X		X					
	12	his	her (03)			X					X			X	X					X
	13	as	ass (03)				X					X	X		X					X
	14	the	s... (02)				X				X			X						X
	15	asked	ask (02)		X						X		X		X					
	16	–	and (03)	X							X				X					
	17																			
	18																			
	19																			
	20																			
	21																			
	22																			
	23																			
	24																			
	25																			

58 Turn	59 Name	60 I.D.
1	Becky	01
2	Nathan	02
3	Becky	01
4	Tim	03
5	Nathan	02
6		
7		
8		

Date

Tape no.

Text Sun and Shadow

Miscue Number

8. Coded as pause because 7 seconds elapse before reader tries "pull" for "bring" (3 seconds = hesitation + 2 seconds = pause).

9. Coded as pause (even though reader finally correctly says "but") for same reason as above.

11. Coded as continuation because reader gives the next word before identifying the miscue. Reader's self-correction will be picked up in Cluster V.

Lesson 3 Cluster III Teacher Verbal Feedback

Part 1: Introduction

Definition of TEACHER VERBAL FEEDBACK (25): The initial teacher behavior that follows a miscue and reader's reaction to the miscue and relates to the expected or observed response.

The teacher's verbal response to a miscue is coded in this cluster. The type (26) of feedback is the first major classification made within this cluster. Three types of feedback are specified.

Definition of NO VERBAL FEEDBACK (27): The teacher displays no verbal feedback strategy which is directly related to the identification of the target word.

Example 36

Miscue woods → (NVF)

Text "See the tree in the forest?" / asked Tim.

In the case where there is no verbal feedback, the text is marked with a /(NVF).

Definition of SUSTAINING FEEDBACK (28): Teacher verbal feedback that provides the reader with the opportunity to identify part or all of an expected response.

Example 37

Miscue tr... (P) Try again

Text I want to trade | my wagon for a bike.

The teacher response is noted verbatim as near the miscue as space permits. The various forms of sustaining feedback will be delineated in a subsequent section.

Definition of TERMINAL FEEDBACK (29): The first response of the teacher is to identify the target word or call on another student.

Example 38

Miscue dis (P) Disappointed.

Text He looked disappointed.

Example 39

Miscue dis (P) Mary, can you help?

Text He looked disappointed.

The form (30) of feedback coded in the following cluster relates only to sustaining feedback.

Definition of ATTENDING (31): Sustaining feedback which offers the reader another response opportunity but provides the reader with no new information and is noncue focusing.

Example 40

Miscue Now→ Look again.

Text Next Christmas | you can have one.

Example 41

Miscue Now→ Now?

Text Next Christmas | you can have one.

Definition of GRAPHO-PHONIC (32): Sustaining feedback which relates to visual and/or sound related features of the miscue and/or expected response.

Example 42

Miscue h... (CH) Har..

Text The ships pulled into the harbor.

Example 43

Miscue h... (P) Divide the word in syllables.

Text The ships pulled into the harbor.

Definition of CONTEXT (33): Sustaining feedback which relates to the surrounding semantic (meaning) or syntactic (structural) features.

Example 44

Miscue take → Does gum take good?

Text The gum didn't taste good.

Example 45

Miscue take → Let's go back and read that sentence again

Text The gum didn't taste good.

The area of form of feedback is the only category in FORMAS where we recommend that the coder use numbers rather then X's to record teacher behavior. The use of numbers permits the coder to record the sequence in which combinations of attending, grapho-phonic, and context feedback have been offered.

Example 46

Miscue somed → 1. Somed?
2. Look at the vowels.

Text It seemed that they had been waiting a long time.

This example shows attending feedback (1) followed by grapho-phonic (2). This example also illustrates an important point about attending feedback. For attending feedback to be coded the teacher must allow time for the student to try again at the word. If the teacher were to say, "No. Look at the vowel sounds," and give no opportunity for the student to respond between "No" and the next sentence then this would simply be coded as a grapho-phonic prompt (1). If the teacher paused after "No," offering the student time to correct himself before giving out the next sentence then the coding would be attending (1) grapho-phonic (2).

Definition of TIMING (34): The time in seconds that has elapsed between the miscue and the initiation of feedback.

The timing dimension is dichotomized into less then three seconds (35) and more then three seconds (36).

Example 47

Miscue very (P) Very?

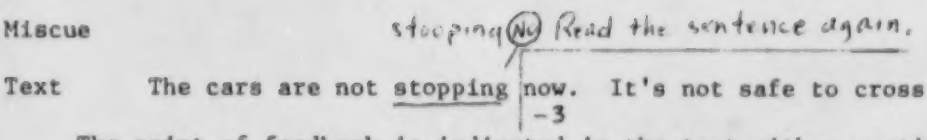
Text We will go visit | our aunt next week.
+3

The text is marked with either a -3 or +3 below the line. It is important to remember that timing begins after the initial miscue and not after the reaction. The estimation of timing can also be somewhat confusing in the case of hesitation miscues. Begin timing after the three seconds allowed for the hesitation miscue. Use a stopwatch.

The point (37) at which the teacher initiates verbal feedback is also coded in this cluster. Point is specified in terms of the sentence position relative to the miscue at which teacher feedback is offered.

Definition of BEFORE THE NEXT SENTENCE BREAK (38): Teacher feedback offered before the student completes reading the sentence containing the target miscue.

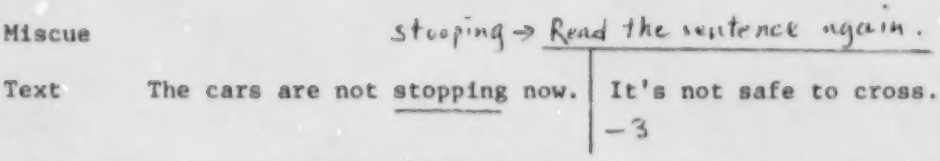
Example 48



The point of feedback is indicated in the text with a vertical line. The timing is marked below the text next to the vertical line.

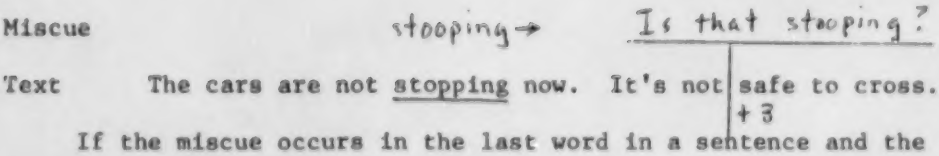
Definition of AT THE NEXT SENTENCE BREAK (39): Teacher feedback offered when the student completes reading the sentence containing the target miscue.

Example 49



Definition of AFTER THE NEXT SENTENCE BREAK (40): Teacher feedback offered when the students has read beyond the sentence containing the target miscue.

Example 50



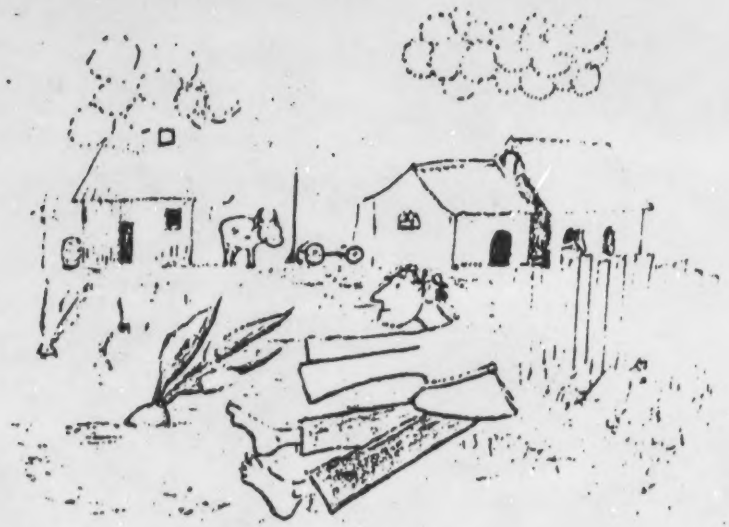
If the miscue occurs in the last word in a sentence and the teacher comes in at this point, it is always coded "at the next sentence break."

Lesson 3 Cluster III

Part 2: Practice

For your initial practice in coding Cluster III, you will code the teacher's verbal feedback to the readers' miscues during the same oral reading session you heard in Lessons 1 and 2. Listen to the tape as many times as necessary and follow the instructions and definitions in Part 1 of Lesson 3. A copy of the text correctly marked for miscues and student reactions follows this page. As you listen to the tape again, mark the text for Cluster III, following the examples. Code Cluster III on the following FORMAS, which is already correctly coded for Clusters I and II. Remember that when the teacher offers more than one kind of sustaining feedback, you will indicate the order in which the different prompts were given with 1, 2, 3.

When you have finished coding, turn to the next pages where you will find the correctly marked text and the correct codes for Cluster III, with marginal comments. Compare the marks and correct codes with your own. Where your codes differ from the ones given, refer back to the definitions and examples in Part 1 of this lesson, and study the marginal comments. Listen to the tape again if necessary until you understand the rationale for each code.



The Big Turnip

It was summer.

A mother asked her boy to bring her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled, but he did not get the turnip.

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."

"Then I will help," said his mother.
"I will pull on you as you pull on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

A man came down the road and met the mother.
"Will you help pull?" the mother asked.

The man said, "Yes, I will help.
You and the boy and I will pull up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher 04 Group 1

FORMAS

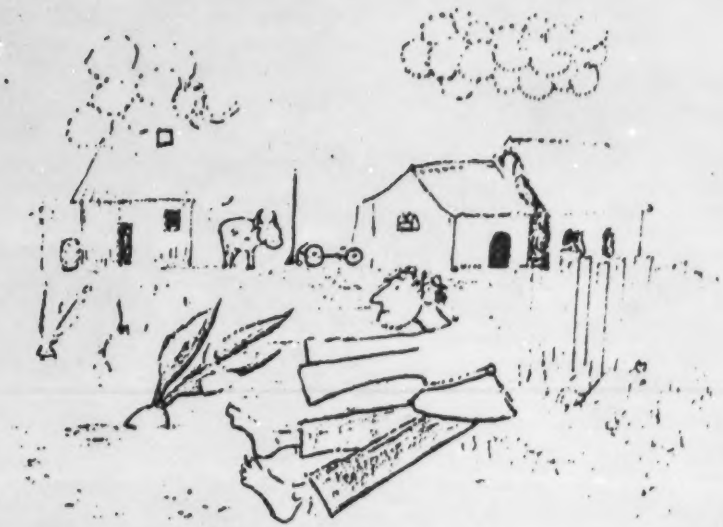
Time Code	Miscue Number	Expected Response	Observed Response	Cluster I: Miscue — Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Chng in Meaning	High Grapho-Phonic	Low Grapho-Phonic	Cluster II: Reactions: Continuation	Repeated Attempts	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III: Teacher Verbal Feedback — Type: No Verbal Feedback	Sustaining Fbk	Terminal Feedbk	Form: Attending	Grapho-Phonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before Next Sentence Break	At the Next Sentence Break	After Next Sentence Break
	1	summer	so (01)			X						X		X		X				X										
	2	mother	mu... (01)				X					X		X						X										
	3	her	hr... (01)				X					X		X		X														
	4	boy	– (01)						X								X													
	5	turnip	turn (02)				X		X			X	X							X										
	6	for	f... (02)				X					X		X						X										
	7	her	hi... (01)				X					X		X						X										
	8	baking	– (01)						X								X													
	9	but	– (01)						X								X													
	10	that	they (03)			X						X	X							X										
	11	then	they (03)			X						X	X		X															
	12	his	hee (03)			X					X			X						X										
	13	as	ass (03)				X					X	X		X															
	14	the	s... (02)				X					X		X	X					X										
	15	asked	ask (02)		X						X		X		X															
	16	–	and (02)	X							X				X															
	17																													
	18																													
	19																													
	20																													
	21																													
	22																													
	23																													
	24																													
	25																													

Turn	Name	I.D.
1	Becky	01
2	Nathan	02
3	Becky	01
4	Tim	03
5	Nathan	02
6		
7		
8		

Date

Tape no.

Text Sun and Shadow



The Big Turnip

It was summer
A mother asked her boy to bring
her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled, but he
did not get the turnip.

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."
"Then I will help," said his mother.
"I will pull on you as you pull
on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

A man came down the road and
met the mother.
"Will you help pull?" the mother asked

The man said, "Yes, I will help.
You and the boy and I will pull
up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher 04 Group 1

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Miscue: Type: Insertion	Omission	Substitution	Mispronunciation	Don't know	Hesitation	Repetition	Miscue: Characteristics: Little change in meaning	Substantial chng in meaning	High grapho-phonic	Low grapho-phonic	Reactions: Continuation	Repeated attempts	Pause	Call for help	No opportunity	Immediate self correction	Teacher Verbal Feedback: Type: No verbal feedback	Sustaining fbk	Terminal feedbk	Form: Attending	Grapho-phonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before next sentence break	At the next sentence break	After next sentence break
	1	Summer	so (01)			X						X		X		X						X						X		X	
	2	mother	mu... (01)				X					X		X						X	X			2	1						
	3	bea	bĭ... (01)				X					X		X		X						X			1		X		X		
	4	boy	– (01)						X								X					X						X	X		
	5	tuenip	tuen (02)				X					X	X							X	X										
	6	for	f... (01)				X					X		X						X	X										
	7	bea	bĭ... (01)				X					X		X						X	X										
	8	bring	– (01)						X								X					X			1			X	X		
	9	but	– (01)						X								X														
	10	that	they (01)			X						X	X							X	X										
	11	then	they (01)			X						X	X		X					X	X										
	12	his	hee (01)			X					X			X						X	X										
	13	as	ass (01)				X					X	X	X	X					X	X										
	14	the	s... (01)				X					X	X	X						X	X										
	15	asked	ask (01)		X						X			X						X	X										
	16	–	and (01)	X							X				X						X										
	17																														
	18																														
	19																														
	20																														
	21																														
	22																														
	23																														
	24																														
	25																														

Turn	Name	I.D.
1	Becky	01
2	Nathan	02
3	Becky	01
4	Tim	03
5	Nathan	02
6		
7		
8		

44 Date

Tape no.

Text Sun and Shadow

Miscue Number

1. Although teacher's initial comment appears to be attending (No."), she does not allow student time to make an attempt at word before giving grapho-phonic prompt ("How can it be 'so big'?"). Code as 1. Finally she offers an attending prompt ("What's the word?"), code as 2. Although teacher calls on another student for help, do not code terminal because her first feedback was sustaining. Code as at the next sentence break since word falls at end of sentence.

3. Student has already identified miscue before teacher tells her to reread sentence, so do not code as context feedback.

4. Although teacher calls on another student to read the passage, do not code as terminal because teacher's first feedback was sustaining.

8. Although "something you wear on your finger" appears to be a context prompt, it does not refer to the actual meaning of the word "bring," but is rather intended to access a sound to the reader. Thus, a continuation of grapho-phonic information.

Lesson 4 Cluster IV Student Verbal Feedback
Part 1: Introduction

Verbal behavior of student(s) other than the reader relating to the expected or observed response are the focus for this fourth cluster of FORMAS. This cluster is not coded if oral reading is being guided in a dyadic (one teacher-one student) context.

Since the categories in this cluster are largely self-explanatory, few examples will be offered to support the narrative discussion.

Definition of STUDENT VERBAL FEEDBACK (41): Verbal behavior of a student other than the reader relating to the expected or observed response.

The type (42) of other student verbal feedback is divided into three major areas: none (43), solicited (44), and unsolicited (45).

Example 51

Miscue Ro... (P) T: John, can you help him? S: Roast beef.

Text Roast | beef tastes good.
+3

This interaction would be coded as terminal feedback on the teacher's part (Cluster III) and solicited feedback in Cluster IV.

Example 52

Miscue Ro... (NO) Roast beef.

Text Roast | beef tastes good.
-3

This interaction would be coded as no verbal feedback on the teacher's part (Cluster III) and unsolicited feedback in Cluster IV. Note that the text is marked with an S when unsolicited student feedback occurs.

The remaining two categories in Cluster IV parallel in content and form those discussed in Cluster III (i.e., the timing (46) and point (49) of feedback). The same text markings and operational definitions are applied, only rather than specifying teacher behavior, the other students' behavior is addressed.

Lesson 4 Cluster IV

Part 2: Practice

For your initial practice in coding Cluster IV, you will code the other students' verbal feedback to the readers' miscues during the same oral reading session you heard in previous lessons. Listen to the tape as many times as necessary and follow the instructions and definitions in Part 1 of Lesson 4. A copy of the text correctly marked for miscues, student reactions, and teacher feedback follows this page. Mark the text for Cluster IV, following the examples. Code Cluster IV on the following FORMAS, which is already correctly coded for Clusters I, II, and III.

When you have finished coding, turn to the next pages where you will find the correctly marked text and the correct codes for Cluster IV, with marginal comments. Compare the marks and correct codes with your own. Where your codes differ from the ones given, refer back to the definitions and examples in Part 1 of this lesson, and study the marginal comments. Listen to the tape again if necessary until you understand the rationale for each code.

The Big Turnip

Becky

Nathan

Becky

It was summer.
A mother asked her boy to bring her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled, but he did not get the turnip.

Tim

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."
"Then I will help," said his mother.
"I will pull on you as you pull on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

Nathan

A man came down the road and met the mother.
"Will you help pull?" the mother asked.

The man said, "Yes, I will help.
You and the boy and I will pull up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher 04 Group 1

FORMAS

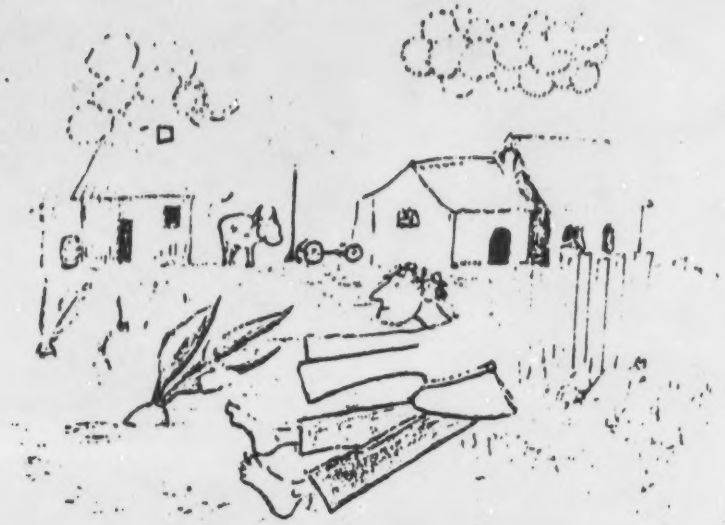
Time Code	Miscue Number	Expected Response	Observed Response	Cluster I: Miscue — Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Change in Meaning	High Grapho-phonic	Low Grapho-phonic	Cluster II: Reactions: Continuation	Repeated Attempts	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III: Teacher Verbal Feedback — Type: No Verbal Feedback	Sustaining Fbk	Terminal Feedbk	Form: Attending	Grapho-phonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before Next Sentence Break	At the Next Sentence Break	After Next Sentence Break	Cluster IV: Student Verbal Feedback — Type: None	Solicited	Unsolicited	Timing: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB
	1	summer	so (01)			X						X		X		X						X			2	1			X		X									
	2	mother	mu... (01)				X					X		X						X	X																		
	3	her	hĕ... (01)				X					X		X		X						X			1			X	X	X									
	4	boy	– (01)						X								X					X			1				X									
	5	turnip	turn (02)				X					X	X								X	X																	
	6	for	f... (02)				X					X		X							X	X																	
	7	her	hĕ... (01)				X					X		X							X	X																	
	8	bring	– (01)						X								X					X			1			X	X									
	9	but	– (01)						X								X					X																	
	10	that	they (03)			X						X	X								X	X																	
	11	then	they (03)			X						X	X		X						X	X																	
	12	his	her (03)			X					X		X	X	X						X	X																	
	13	as	ass (03)				X					X	X		X						X	X																	
	14	the	s... (03)				X					X		X							X	X																	
	15	asked	ask (03)		X						X		X		X						X	X																	
	16	–	and (03)	X							X				X						X	X																	
	17																																							
	18																																							
	19																																							
	20																																							
	21																																							
	22																																							
	23																																							
	24																																							
	25																																							

Turn	Name	I.D.
1	Becky	01
2	Nathan	02
3	Becky	01
4	Tim	03
5	Nathan	02
6		
7		
8		

Date

Tape no.

Text Sun and Shadow



The Big Turnip

It was summer
A mother asked her boy to bring
her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled, but he
did not get the turnip.

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."
"Then I will help," said his mother.
"I will pull on you as you pull
on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

A man came down the road and
met the mother.
"Will you help pull?" the mother asked

The man said, "Yes, I will help.
You and the boy and I will pull
up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher 04 Group 1

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I Miscue: Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Chng in Meaning	High Grapho-Phonic	Low Grapho-Phonic	Cluster II Reactions: Continuation	Repeated Attempt	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III Teacher Verbal Feedback: Type: No Verbal Feedback	Sustaining Fbk	Terminal Feedbk	Form: Attending	Grapho-Phonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before next sentence break	At the next sentence break	After next sentence break	Student Verbal Feedback: Type: None	Solicited	Unsolicited	Time: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB
	1	Summer	so (01)			X						X		X		X						X		2	1			X		X			X			X	X		
	2	mother	mu... (01)				X					X		X						X	X	X										X							
	3	her	hr... (01)				X					X		X		X						X			1		X		X	X		X						
	4	boy	- (01)						X								X					X			1				X	X		X						
	5	turnip	turn (01)				X					X	X							X		X										X						
	6	for	f... (01)				X					X		X						X		X										X						
	7	her	hi... (01)				X					X		X						X		X										X						
	8	bring	- (01)						X								X					X			1				X	X		X						
	9	but	- (01)						X								X					X										X						
	10	that	they (01)			X						X	X							X		X										X						
	11	then	they (01)			X						X	X		X							X										X						
	12	his	her (01)			X					X			X						X		X										X						
	13	as	ass (01)				X					X	X		X							X										X						
	14	the	s... (01)				X					X		X						X		X										X						
	15	asked	ask (01)		X						X		X		X							X										X						
	16	-	and (01)	X							X				X							X										X						
	17																																							
	18																																							
	19																																							
	20																																							
	21																																							
	22																																							
	23																																							
	24																																							
	25																																							

58 Turn	59 Name	60 I.D.
1	Becky	01
2	Nathan	02
3	Becky	01
4	Tim	03
5	Nathan	02
6		
7		
8		

Miscue Number

1. Teacher asks another student for first syllable.

4. Code as none because teacher calls on another student to have a turn, not to give help on this specific miscue.

Date _____

Tape no. _____

Text Sun and Shadow

Lesson 5 Cluster V Resolution

Part 1: Introduction

This final cluster of FORMAS addresses the issue of the resolution of the miscue.

Definition of RESOLUTION (53): Whether or not the miscue is corrected and the individual correcting the miscue.

Four categories are represented: teacher identifies word (54), student identifies word (55), other identifies word (56), and uncorrected miscue (57).

Example 53

Miscue fort → (TI) Forest. +3

Text They were in the forest gathering wood.

The text is marked with a TI in this case to indicate the teacher had corrected the miscue. In some instances the teacher may begin with sustaining feedback but ultimately provide the student with the text word.

Example 54

Miscue fort → (TI) 1. Try again. 2. It's forest. +3

Text They were in the forest gathering wood.

In this instance Cluster III would be coded a sustaining (attending) and Cluster V as teacher corrected.

Example 55

Miscue fort → (01) T: Tim, help him. S: Forest. +3

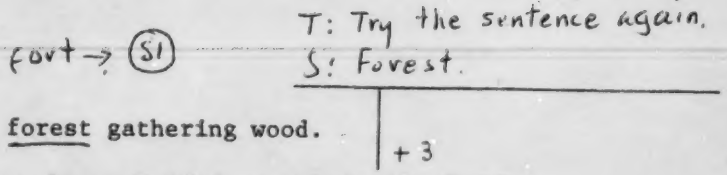
Text They were in the forest gathering wood.

In this instance the teacher called on another student (terminal feedback) and that student identified the word.

Example 56

Miscue

Text They were in the forest gathering wood.



In this instance the teacher provided sustaining feedback (contextual) to the student and the student was successful in identifying his own miscue.

Example 57

Miscue

Text They were in the forest gathering wood.

In this final example, the miscue has been left unidentified.

Lesson 5 Cluster V

Part 2: Practice

For your initial practice in coding Cluster V, you will code whether and by whom the miscue is ultimately corrected during the same oral reading session you heard in previous lessons. Listen to the tape as many times as necessary and follow the instructions and definitions in Part 1 of Lesson 5. A copy of the text correctly marked for miscues, student reactions, teacher feedback, and student feedback follows this page. Mark the text for Cluster V, following the examples. Code Cluster V on the following FORMAS, which is already correctly coded for Cluster I-IV.

When you have finished coding, turn to the next pages where you will find the correctly marked text and the correct codes for Cluster V, with marginal comments. Compare the marks and correct codes with your own. Where your codes differ from the ones given, refer back to the definitions and examples in Part 1 of this lesson, and study the marginal comments. Listen to the tape again if necessary until you understand the rationale for each code.

The Big Turnip

It was summer.
A mother asked her boy to bring her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled, but he did not get the turnip.

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."

"Then I will help," said his mother.
"I will pull on you as you pull on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

A man came down the road and met the mother.
"Will you help pull?" the mother asked.

The man said, "Yes, I will help.
You and the boy and I will pull up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher O+ Group 1

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I Miscue: Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Chng in Meaning	High Grapho-Phonic	Low Grapho-Phonic	Cluster II Reactions: Continuation	Repeated Attempts	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III Teacher Verbal Feedback: Type: No Verbal Feedback	Sustaining Fbk	Terminal Feedback	Form: Attending	Grapho-Phonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before Next Sentence Break	At the Next Sentence Break	After Next Sentence Break	Student Verbal Feedback: Type: None	Solicited	Unsolicited	Time: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB	Reso-lution: Teacher Identifies Wd.	Student Identifies Wd.	Other Identifies Wd.	Uncorrected Miscue
	1	Summer	so (01)			X						X		X		X					X			2				X			X											
	2	mother	mu... (01)				X					X		X						X																						
	3	her	hr... (01)				X					X		X		X																										
	4	boy	- (01)						X								X								1			X	X													
	5	turnip	turn (02)				X					X	X								X																					
	6	for	f... (02)				X					X		X							X																					
	7	her	hi... (01)				X					X		X							X																					
	8	bring	- (01)						X								X								1			X	X													
	9	but	- (01)						X								X																									
	10	that	they (03)			X						X	X								X																					
	11	then	they (03)			X						X	X		X						X																					
	12	his	her (03)			X					X			X							X																					
	13	as	ass (03)				X					X	X		X						X																					
	14	the	s... (02)				X					X		X							X																					
	15	asked	ask (02)		X						X			X	X																											
	16	-	and (03)	X							X				X																											
	17																																										
	18																																										
	19																																										
	20																																										
	21																																										
	22																																										
	23																																										
	24																																										
	25																																										

Inaudibles

Multiple Miscues

58 Turn	59 Name	60 I.D.
1	Becky	01
2	Nathan	02
3	Becky	01
4	Tim	03
5	Nathan	02
6		
7		
8		

62

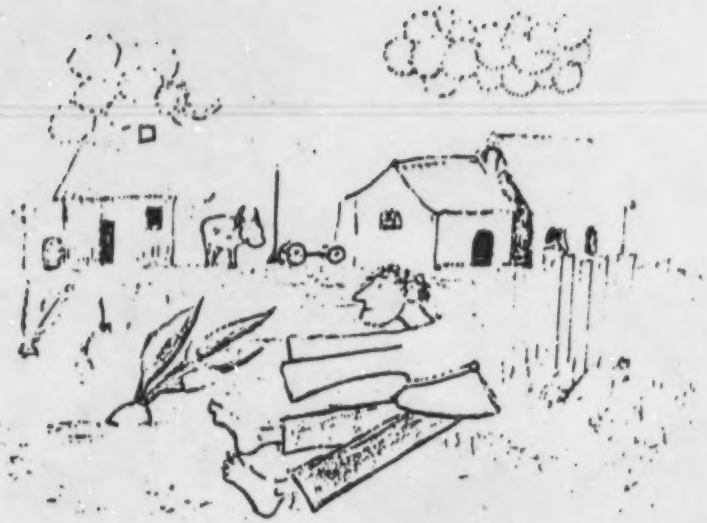
Date

Tape no.

Text Sun and Shadow

46

63



The Big Turnip

It was summer.
A mother asked her boy to bring her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled, but he did not get the turnip.

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."

"Then I will help," said his mother.
"I will pull on you as you pull on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

A man came down the road and met the mother.
"Will you help pull?" the mother asked.

The man said, "Yes, I will help.
You and the boy and I will pull up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher C4 Group 1

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I: Miscue — Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Change in Meaning	High Graphophonic	Low Graphophonic	Cluster II: Reactions: Continuation	Repeated Attempts	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III: Teacher Verbal Feedback — Type: No Verbal Feedback	Sustaining Feedback	Terminal Feedback	Form: Attending	Graphophonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before Next Sentence Break	At the Next Sentence Break	After Next Sentence Break	Cluster IV: Student Verbal Feedback — Type: None	Solicited	Unsolicited	Time: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB	Cluster V: Resolution — Teacher Identifies Wd.	Student Identifies Wd.	Other Identifies Wd.	Uncorrected Miscue
	1	Summer	so (01)			X						X		X		X						X						X		X			X										
	2	mother	mo... (01)				X					X		X						X	X	X											X										
	3	her	hr... (01)				X					X		X		X						X						X		X			X										
	4	boy	– (01)						X			X	X				X			X		X						X		X			X										
	5	turnip	turn (01)				X					X		X						X	X												X										
	6	for	f... (01)				X					X		X						X	X												X										
	7	her	hi... (01)				X					X		X						X	X												X										
	8	bring	– (01)						X								X			X		X						X		X			X										
	9	but	– (01)						X								X			X													X										
	10	that	they (01)			X						X	X							X													X										
	11	then	they (01)			X						X	X			X				X													X										
	12	his	hee (01)			X					X			X		X				X													X										
	13	as	ass (01)				X					X	X			X				X													X										
	14	the	s... (01)				X					X		X						X	X												X										
	15	asked	ask (01)			X						X	X			X				X													X										
	16	–	and (01)	X								X				X				X													X										
	17																																												
	18																																												
	19																																												
	20																																												
	21																																												
	22																																												
	23																																												
	24																																												
	25																																												

Turn	Name	I.D.
1	Becky	01
2	Nathan	02
3	Becky	01
4	Tim	03
5	Nathan	02
6		
7		
8		

Miscue Number

4. Code as uncorrected. This reader never correctly identifies the miscue during this turn, and the resolution ("boy" is read correctly by the next reader) is not directly or explicitly focused on the first reader's miscue.

Note the two boxes at the extreme right of FORMAS, labeled multiple miscues (64) and inaudibles (65). In them you will simply tally with a slash each instance of a multiple miscue and each time you think you have heard a miscue but are unable to code it because of poor audio quality or any other factor.

Date

Tape no.

Text Sun and Shadow

Lesson 5: Conclusion

You have now completed the miscue analysis coding section of FORMAS. A person familiar with the text markings should be able to examine your marked text and analyze each miscue from its occurrence, through the student's reaction, teacher's feedback, other students' feedback, to the resolution. Likewise, the text markings should be reflected in the boxes coded for each miscue under each cluster on FORMAS. In the next lesson you will be instructed in how to complete the bottom section of FORMAS.

Lesson 6: Coding Turns

Part 1: Introduction

The bottom section of the FORMAS taxonomy is set aside for recording information on student turns. This information is particularly useful if individual student performance is to be analyzed.

The first column, "Turn" (58) is used simply to indicate the sequence in which students read in this particular group interaction with the teacher. The I.D. (60) number for the student reading is recorded in the next column. This is the same I.D. number noted after each of the observed responses. The Total number of Correct Words Read (TCWR) (61) is recorded in the next column. This total number of words read correctly on the first attempt is specific to that turn and exclusive of all single word and multiple miscues. The next column is used to record the Total number of Words in the Longest Correct String (TWLCS) (62). This number is determined by examining the text to identify the longest set of words which the student read without making any type of miscue. The total number of words is recorded in this column. The final column specifies the Time for Reading the Longest Correct String (TRLCS) (63). This is simply the time it took expressed in seconds for the student to read the words in the longest correct string. If there is disruption to the string which is non-miscue related, then the amount of time devoted to the disruption should be subtracted from the total.

The information in this Turns section can be used to estimate such factors as error level of placement in reading materials and rate of reading in words per minute (wpm).

Lesson 6: Coding Turns

Part 2: Practice

Following the instructions in Part 1 of Lesson 6, fill in the bottom section of FORMAS for the reading session you have coded. Use a stopwatch to calculate Time for Reading the Longest Correct String. Check your figures against the correct ones on the final FORMAS in this manual. Listen to the tape again if necessary to correct your calculations.

The Big Turnip

It was summer.
A mother asked her boy to bring
her a turnip for lunch.

The boy went to get a big turnip.
He got down to pull it up.
He pulled and pulled, but he
did not get the turnip.

The boy went back to his mother.
He said, "I can't get the turnip.
It is so big that I can't pull it up."

"Then I will help," said his mother.
"I will pull on you as you pull
on the turnip."

The mother pulled on the boy.
The boy pulled on the turnip.
They pulled and they pulled.
But they did not get the turnip.

A man came down the road and
met the mother.
"Will you help pull?" the mother asked

The man said, "Yes, I will help.
You and the boy and I will pull
up the big turnip."

So the man pulled on the mother.
The mother pulled on the boy.

Teacher Cyt Group 1

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I Miscue: Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Chng in Meaning	High Grapho-phonic	Low Grapho-phonic
	1	Summer	so (01)			X						X		X
	2	mother	mu... (01)				X					X		X
	3	her	hr... (01)				X					X		X
	4	boy	– (01)						X					
	5	turnip	turn (02)				X					X	X	
	6	for	f... (01)				X					X		X
	7	her	hr... (01)				X					X		X
	8	bring	– (01)						X					
	9	but	– (01)						X					
	10	that	they (03)			X						X	X	
	11	then	they (03)			X						X	X	
	12	his	her (03)			X					X			X
	13	as	ass (02)				X					X	X	
	14	the	s... (01)				X					X		X
	15	asked	ask (01)		X						X		X	
	16	–	and (03)	X							X			
	17													
	18													
	19													
	20													
	21													
	22													
	23													
	24													
	25													

Cluster II Reactions: Continuation	Repeated Attempt	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III Teacher Verbal Feedback: Type: No Verbal Feedback	Sustaining Fbk	Terminal Feedback	Form: Attending	Grapho-phonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before Next Sentence Break	At the Next Sentence Break	After Next Sentence Break
	X				X	X			2		1		X		X	
					X	X						X	X			
X							X				1	X	X			
		X					X					X	X			
					X	X										
					X	X										
					X	X										
		X					X				1		X	X		
		X					X									
					X		X									
X					X		X									
X					X		X									
X					X		X									
					X		X									
X					X		X									
X							X									

Cluster IV Student Verbal Feedback: Type: None | Solicited | Unsolicited; Time: Less than 3 sec. | More than 3 sec.; Point: Before NSS | At NSS | After NSS

Cluster V Reso-lution: Teacher Identifies Wd. | Student Identifies Wd. | Other Identifies Wd. | Uncorrected Miscue

Inaudibles

Multiple Miscues

Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.	Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.
1	Becky	01				9					
2	Nathan	02				10					
3	Becky	01				11					
4	Tim	03				12					
5	Nathan	02				13					
6						14					
7						15					
8						16					

Date

Tape no.

Coder's name

Text Sun and Shadow Story The Big Turnip Page no. 74

73

74

Teacher 04 Group 1

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I Miscue: Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Chng in Meaning	High Grapho-Phonic	Low Grapho-Phonic	Cluster II Reactions: Continuation	Repeated Attempts	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III Teacher Verbal Feedback: Type: No Verbal Feedback	Sustaining Fbk	Terminal Feedback	Form: Attending	Grapho-Phonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before Next Sentence Break	At the Next Sentence Break	After Next Sentence Break	Student Verbal Feedback: Type: None	Solicited	Unsolicited	Time: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB	Resolution: Teacher Identifies Wd.	Student Identifies Wd.	Other Identifies Wd.	Uncorrected Miscue
	1	Summer	so (01)			X						X		X		X						X		2	1			X		X												
	2	mother	mu... (01)				X					X		X						X	X																					
	3	her	hr... (01)				X					X		X		X					X							X	X	X												
	4	boy	– (01)						X								X					X							X	X												
	5	turnip	turn (01)				X					X	X							X	X																					
	6	for	f... (01)				X					X		X						X	X																					
	7	her	hi... (01)				X					X		X						X	X																					
	8	bring	– (01)						X								X					X							X	X												
	9	but	– (01)						X								X																									
	10	that	they (01)			X						X	X							X	X																					
	11	then	they (01)			X						X	X								X																					
	12	his	hee (01)			X					X			X						X	X																					
	13	as	ass (01)				X					X	X			X					X																					
	14	the	s... (01)				X					X		X							X																					
	15	asked	ask (01)		X						X			X		X					X																					
	16	–	and (01)	X							X					X					X																					
	17																																										
	18																																										
	19																																										
	20																																										
	21																																										
	22																																										
	23																																										
	24																																										
	25																																										

Inaudibles [65]

Multiple Miscues [64]

Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.	Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.
1	Becky	01	4	2	3	9					
2	Nathan	02	39	27	20	10					
3	Becky	01	38	24	23	11					
4	Tim	03	62	29	42	12					
5	Nathan	02	47	26	15	13					
6						14					
7						15					
8						16					

Date _____ Coder's name _____

Tape no. _____

Text Sun and Shadow Story The Big Turnip Page no. 74

75

76

Extended Practice and Reliability

The audiocassette tape accompanying this manual is intended for use in conjunction with the Feedback to Oral Reading Miscue Analysis System Training Manual. It consists of four sessions of guided oral reading. You have used the first approximately seven minute session throughout the first six lessons in the manual. The remaining three sessions of approximately five, eight, and three minutes respectively are to be used for further practice at the completion of the six lessons.

One of the goals of the extended practice is to lead you to certain criterion levels of accuracy in coding. Accuracy is judged in terms of your ability to code independently an audiotaped interaction in the same or similar ways as others who are trained in the system. A high level of agreement is necessary before we can begin to have confidence that what is coded is a representation of what transpired between the teacher and student.

After you have listened to and coded one of the extended practice sessions you will be given the expert codes for that tape, a formula to use in determining your level of agreement with the expert on miscue identification, and one for use in measuring agreement within FORMAS among agreed on miscues.

To determine the level of agreement on miscue identification, the following formula for Kappa (Cohen, 1960) will be used:

$$K = \frac{N(M+C) - E}{N^2 - E}$$

Where: K = Kappa: The reliability coefficient

N = Total words read or attempted in the text

A = Coder's estimate of miscues made

B = N - A: Coder's estimate of correct words read

X = Expert's estimate of miscues made

Y = N - X: Expert's estimate of correct words read

M = Miscue agreements between coder and expert

C = B - (X - M): Correct words read agreement between coder and expert

E = (X * A) + (Y * B): N times the expected agreements

The Kappa coefficient as used in this application is a measure of coder agreement, adjusted for the amount of agreement which would be expected by chance. The chance value is based on each coder's frequency of coding miscues. Both miscue matches and correct word matches are taken into account in this formulation. A discussion of the calculational formula presented above may help in understanding this coefficient. If we rearrange the numerator (N(M+C) - E) of the equation it becomes (M+C) - E/N. By definition, M+C is the number of actual agreements, and E/N is the number of agreements expected by chance. Their difference then is the number of actual agreements that occurred, corrected for those that are expected by chance. A negative number would indicate that fewer agreements occurred than would be expected by chance. By dividing the denominator of the equation by N it can be seen that this value is the number of words read less the expected (chance) agreements. This number then represents the maximum number of non-chance agreements that can occur. By dividing the numerator by the denominator we obtain the proportion of non-chance agreements observed out of the number of possible non-chance agreements.

This formula can be applied later when two coders are working independently on new tapings. Expert coder values are simply replaced with coder #2 values.

The levels of agreement on codings within FORMAS are determined in a more straightforward manner.

1. Identify the set of miscues which were identified by both the coder and expert.
2. For each category in the system determine where the codings are the same (+1) or different (0).
3. Sum the number of 1's (agreements) for each category and divide by the total number of possible agreements for that category. In some cases the number of possible agreements will be equal to the total number of agreed on miscues (e.g., miscue type), but in other cases the number of possible agreements will vary considerably (e.g., form of sustaining feedback).

Guidance will be given by computing reliability after each of the extended practice sessions.

Extended Practice 1

Fisherman to Farmer

Rosita Gomez lived near a big lake. Her father was a fisherman.

Each day Mr. Gomez would throw out a big net to catch fish. Rosita would help her father pull in the net and pile the fish in baskets. Then off to market they would go to sell the fish!

One day Mr. Gomez sold the fish quickly. Then he gave Rosita all the money she had earned. How merrily the coins jingled in her pocket!

"Why don't you get something with your money, Rosita?" her father asked.

"I'm saving my money for a pet," said Rosita as she jingled the coins.

Later that summer the lake became dry. Mr. Gomez and Rosita couldn't go fishing any more. Now there were no trips to town. No coins jingled in Rosita's pocket.

"Now I will never have enough money for a pet," sighed Rosita.

Each night she would lie down on her mat and wish for the fish to come back to the lake. But they didn't return. The family had less and less to eat.

One day a man from the city came to show each fisherman a new way to earn money. "I have two baskets of chickens for you," said the man. "But don't eat the chickens. Let them lay eggs."

"Lay eggs!" said Mrs. Gomez. "I want the chickens for our supper!"

"But you can sell their eggs and use the money for other food," said the man.

Teacher _____ Group _____

FORMAS

Time Code	1 MISCUE NUMBER	2 EXPECTED RESPONSE	3 OBSERVED RESPONSE	CLUSTER I MISCUE 4 — TYPE 6: 6 INSERTION, 7 OMISSION, 8 SUBSTITUTION, 9 MISPRONUNCIATION, 10 DON'T KNOW, 11 HESITATION, 12 REPETITION; CHARACTERISTICS 13: 14 LITTLE CHANGE IN MEANING, 15 SUBSTANTIAL CHNG IN MEANING, 16 HIGH GRAPHO-PHONIC, 17 LOW GRAPHO-PHONIC	CLUSTER II REACTIONS 18: 19 CONTINUATION, 20 REPEATED ATTEMPT, 21 PAUSE, 22 CALL FOR HELP, 23 NO OPPORTUNITY, 24 IMMEDIATE SELF CORRECTION	CLUSTER III TEACHER VERBAL FEEDBACK 25 — TYPE 26: 27 NO VERBAL FEEDBK, 28 SUSTAINING FBK, 29 TERMINAL FEEDBK; FORM 30: 31 ATTENDING, 32 GRAPHO-PHONIC, 33 CONTEXT; TIMING 34: 35 LESS THAN 3 SEC., 36 MORE THAN 3 SEC.; POINT 37: 38 BEFORE NEXT SENTENCE BREAK, 39 AT THE NEXT SENTENCE BREAK, 40 AFTER NEXT SENTENCE BREAK	STUDENT VERBAL FEEDBACK IV 41 — TYPE 42: 43 NONE, 44 SOLICITED, 45 UNSOLICITED; TIME 46: 47 LESS THAN 3 SEC., 48 MORE THAN 3 SEC.; POINT 49: 50 BEFORE NSB, 51 AT NSB, 52 AFTER NSB	RESOLUTION V 53: 54 TEACHER IDENTIFIES WD., 55 STUDENT IDENTIFIES WD., 56 OTHER IDENTIFIES WD., 57 UNCORRECTED MISCUE
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							
	14							
	15							
	16							
	17							
	18							
	19							
	20							
	21							
	22							
	23							
	24							
	25							

Inaudibles 23

Multiple Miscues 24

09

68 Turn	59 Name	60 I.D.	61 T.C.W.R.	62 T.W.L.C.S.	63 T.R.L.C.S.	53 Turn	54 Name	60 I.D.	61 T.C.W.R.	62 T.W.L.C.S.	63 T.R.L.C.S.
1						9					
2						10					
3						11					
4						12					
5						13					
6						14					
7						15					
8						16					

Date _____

Tape no. _____

Text _____

Coder's name _____

Story _____

Page no. _____

83

84

Teacher _____ Group _____

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I: Miscue — Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Change in Meaning	High Graphophonic	Low Graphophonic	Cluster II: Reactions: Continuation	Repeated Attempt	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III: Teacher Verbal Feedback — Type: No Verbal Feedback	Sustaining Fbk	Terminal Feedbk	Form: Attending	Graphophonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before Next Sentence Break	At the Next Sentence Break	After Next Sentence Break	Cluster IV: Student Verbal Feedback — Type: None	Solicited	Unsolicited	Time: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB	Resolution: Teacher Identifies Wd.	Student Identifies Wd.	Other Identifies Wd.	Uncorrected Miscue
	1																																										
	2																																										
	3																																										
	4																																										
	5																																										
	6																																										
	7																																										
	8																																										
	9																																										
	10																																										
	11																																										
	12																																										
	13																																										
	14																																										
	15																																										
	16																																										
	17																																										
	18																																										
	19																																										
	20																																										
	21																																										
	22																																										
	23																																										
	24																																										
	25																																										
	26																																										

Inaudibles [47]

Multiple Miscues [48]

Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.	Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.
1						9					
2						10					
3						11					
4						12					
5						13					
6						14					
7						15					
8						16					

61

19

85

Date _____ Coder's name _____

Tape no. _____

Text _____ Story _____ Page no. _____

86

Fisherman to Farmer

Brad

Rosita Gomez lived near a big lake. Her father was a fisherman.

Each day Mr. Gomez would throw out a big net to catch fish. Rosita would help her father pull in the net and pile the fish in baskets. Then off to market they would go to sell the fish!

Shalisa

One day Mr. Gomez sold the fish quickly. Then he gave Rosita all the money she had earned. How merrily the coins jingled in her pocket!

"Why don't you get something with your money, Rosita?" her father asked.

"I'm saving my money for a pet," said Rosita as she jingled the coins.

Chris

Later that summer the lake became dry. Mr. Gomez and Rosita couldn't go fishing any more. Now there were no trips to town. No coins jingled in Rosita's pocket.

Shawn

"Now I will never have enough money for a pet," sighed Rosita.

Shawn

Each night she would lie down on her mat and wish for the fish to come back to the lake. But they didn't return. The family had less and less to eat.

One day a man from the city came to show each fisherman a new way to earn money. "I have two baskets of chickens for you," said the man. "But don't eat the chickens. Let them lay eggs."

"Lay eggs!" said Mrs. Gomez. "I want the chickens for our supper!"

"But you can sell their eggs and use the money for other food," said the man.

Teacher 05 Group 3

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I Miscue: Type: Insertion	Omission	Substitution	Mispronunciation	Don't know	Hesitation	Repetition	Characteristics: Little change in meaning	Substantial chng in meaning	High graphophonic	Low graphophonic	Cluster II Reactions: Continuation	Repeated attempts	Pause	Call for help	No opportunity	Immediate self correction	Cluster III Teacher Verbal Feedback: Type: No verbal feedback	Sustaining fbk	Terminal fbk	Form: Attending	Graphophonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before next sentence break	At the next sentence break	After next sentence break	Cluster IV Student Verbal Feedback: Type: None	Solicited	Unsolicited	Time: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB	Resolution: Teacher identifies Wd	Student identifies Wd	Other identifies Wd.	Uncorrected miscue
	1	out	– (01)		X						X									X	X											X											
	2	hea	– (02)						X		X									X	X												X										
	3	–	the (03)	X							X				X						X											X										X	
	4	Rosita	Rosa (04)			X					X		X						X			X					X		X			X								X		
	5	meanly	mea... (05)			X	X				X		X						X		X											X								X		
	6	jingled	jiggled (06)			X					X		X		X						X						X		X			X								X		
	7	Rosita	– (07)						X										X		X											X				X	X		X			
	8	hea	hea,hi (08)				X				X		X			X					X											X										
	9	–	she (09)	X							X		X		X						X											X									X	
	10	jingled	ju... (10)				X				X		X				X				X						X		X			X										
	11	became	be... (11)				X				X		X								X											X										
	12	Rosita	Rosa (12)			X					X		X						X			X					X		X			X										
	13	any	en... (13)				X				X		X		X						X						X		X		X										
	14	na	not (14)			X					X		X				X				X											X										
	15	jingled	jiggjinglingled (15)			X					X		X			X					X						X		X			X										
	16	sighed	said (16)		1	X					X		X		X						X											X										
	17	lie	lay (17)			X					X			X	X						X											X										
	18	and	I (18)			X					X		X		X						X											X										
	19	the	a (19)			X					X			X	X						X											X										
	20	to	– (20)						X						X						X						X		X			X										
	21	the	a (21)			X					X			X	X						X											X										
	22	chickens	chicken (22)			X						X	X		X						X											X										
	23	said	and (23)			X						X	X		X						X											X										
	24	but	nnnnnn (24)							X		X			X						X											X										
	25	–	You (25)	X							X				X							X					X																

Inaudibles

Multiple Miscues

Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.	Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.
1	Brad	01	49	18	12	9					
2	Shalisa	02	38	11	35	10					
3	Chris	03	24	5	5	11					
4	Shawn	04	99	19	9	12					
5						13					
6						14					
7						15					
8						16					

Date

Tape no.

Coder's name

Text Mustard Seed Magic Story Fisherman to Farmer Page no. 82-87

89

90

Teacher 03 Group 3

② **FORMAS**

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I: Miscue — Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Change in Meaning	High Graphophonic	Low Graphophonic	Cluster II: Reactions: Continuation	Repeated Attempts	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III: Teacher Verbal Feedback — Type: No Verbal Feedback	Sustaining	Terminal Feedback	Form: Attending	Graphophonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before next sentence break	At the next sentence break	After next sentence break	Cluster IV: Student Verbal Feedback — Type: None	Solicited	Unsolicited	Time: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB	Resolution V: Teacher identifies miscue	Student identifies miscue	Other identifies miscue	Uncorrected miscue
	1	the	– (a)		X						X				X							X				1	X				X										X		
	2	their	the (a)			X					X			X	X						X							X				X									X		
	3																																											
	4																																											
	5																																											
	6																																											
	7																																											
	8																																											
	9																																											
	10																																											
	11																																											
	12																																											
	13																																											
	14																																											
	15																																											
	16																																											
	17																																											
	18																																											
	19																																											
	20																																											
	21																																											
	22																																											
	23																																											
	24																																											
	25																																											

Miscue Number

26. Note that miscues 25 and 26 are addressed by the same teacher feedback ("No, that's not what he said"), a contextual prompt that invites the student to reread the sentence. When the teacher allows an accumulation of miscues and then has the student read the passage again without focus on a particular miscue, code each miscue from the first reading as usual according to its characteristics, student's own reaction, teacher feedback (always sustaining context), other students' feedback, and resolution. If new miscues are made during the rereading, do not code them.

Inaudibles

Multiple Miscues

64

Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.	Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.
1						9					
2						10					
3						11					
4						12					
5						13					
6						14					
7						15					
8						16					

99

91 Date _____

Tape no. _____

Coder's name _____

Text Mustard Seed magic Story Fisherman to Farmer Page no. 82-87

92

Calculating Reliability

Miscue Identification Agreement

Refer to the formula on page 56. Let us say you counted 24 miscues, of which 23 agree with the expert's. The expert counted 27 miscues. There are 242 words of text. The calculation would look like this:

N = 242
A = 24 (say)
B = 218
X = 27
Y = 215
M = 23 (say)
C = 214
E = 47518

$$K = \frac{N(M+C) - E}{N^2 - E}$$

$$K = \frac{242(23 + 214) - 47518}{58564 - 47518}$$

$$K = .89$$

The acceptable level of Kappa for reliability is .80 and above. Insert the values from your coding and calculate your reliability.

Coding Agreement

Refer to the instructions on page 57.

Miscue Type: The denominator is the total number of miscues you and the expert agreed upon. The numerator is the number you agree on with the expert as to type.

$$\text{Miscue Type} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Meaning Change: The denominator is the number of miscues you agree with the expert should be coded for meaning change (eliminate hesitations, e.g.). The numerator is the number you agree on as to amount of meaning change.

$$\text{Meaning Change} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Grapho-phonic Similarity: Parallels Meaning Change.

$$\text{G-P Similarity} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Reactions: The denominator is the total number of miscues you agree on with the expert. The numerator is the number you agree on as to reaction.

$$\text{Reactions} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Teacher Verbal Feedback Type: Parallels Reaction.

$$\text{TVF Type} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Teacher Verbal Feedback Form: The denominator is the number of miscues you agree with the expert should be coded as receiving Sustaining Feedback. The numerator is the agreements between you and the expert as to form and order of form.

$$\text{TVF Form} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Teacher Verbal Feedback Timing: The denominator is the number of miscues you and the expert agree can be coded for timing (eliminate No Verbal Feedback). The numerator is the number you agree on as to timing.

$$\text{TVF Timing} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Teacher Verbal Feedback Point: Parallels Timing.

$$\text{TVF Point} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Student Verbal Feedback: Parallels Teacher Verbal Feedback.

$$\text{SVF Type} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

$$\text{SVF Timing} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

$$\text{SVF Point} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Resolution: Parallels Miscue Type.

$$\text{Resolution} = \frac{\text{Agreements}}{\text{Possible Agreements}} = \quad = \quad \%$$

Extended Practice 2

A Baby in the House

It was a cold, winter afternoon.
The snow that fell was mixed with rain, and so Pat stayed in the house.
When a car came up the street, Pat jumped up and looked out.
But it was not his father's car.

"He will come home before long," said the woman who sat with Pat.
"When he comes, he will tell you."

It was dark when Father came home.
He went to Pat and picked him up.
"Pat, old boy, I have a surprise for you!" said Father.

"Is it a boy?" asked Pat.

"No, a girl!" said Father.
"We have a little baby girl.
Her name is Pam."

A girl! That was something for Pat to think about.

He had wished and wished for a boy.
Just thinking about a baby girl made him mad.

In four days, Pat's mother came home with the baby.
On that day, Pat and his friend played together in the snow.

"You look mad," said Pat's friend.

"I am mad," said Pat.
"Mom came home with the baby this morning.
Who needs a baby girl around?"

"Oh, a baby girl is not so bad!" said the friend.
"All I have is a dog."

"I wish I had a dog," said Pat.
"I'll trade the baby for your dog."

"You can't do that," said Pat's friend.
"But I'll tell you what.
You can live at my house so you won't have to stay around her."

"Good," Pat said as he began to run.
"I'll go home and get my things."

When Pat got home, his mother was in the kitchen.
She was mixing milk for the baby.
In the next room, the baby cried.

Pat walked over to his mother.
He was all set to tell her that he was moving out of the house.
But then he stopped.
"Mom will get mad," he said to himself.

Just then a man rapped on the door.
As Pat's mother went to the back door, the baby cried and cried.

Pat went to the door of the baby's room.
He looked at the little baby.

"She is so little," he said to himself.

Pat put his hand on the baby.
She looked up at Pat.
Before long she stopped crying.

Soon Pat's mother came in.
"Pat, you are magic!" she said.
"You made her stop crying.
What did you do?"

"She likes me," said Pat in surprise.

"Do you like her?" asked Mother.

"She is not so bad," said Pat.
And away he ran to tell his friend.

FORMAS

Time Code	1 MISCUE NUMBER	2 EXPECTED RESPONSE	3 OBSERVED RESPONSE	CLUSTER I MISCUE 4 TYPE 6	7 INSERTION	8 OMISSION	9 SUBSTITUTION	10 MISPRONUNCIATION	11 DON'T KNOW	12 HESITATION	13 REPETITION	CHARACTERISTICS 14	15 LITTLE CHANGE IN MEANING	16 SUBSTANTIAL CHNG IN MEANING	17 HIGH GRAPHO-PHONIC	LOW GRAPHO-PHONIC	CLUSTER II 18 REACTIONS 19	20 CONTINUATION	21 REPEATED ATTEMPTS	22 PAUSE	23 CALL FOR HELP	24 NO OPPORTUNITY	IMMEDIATE SELF CORRECTION	CLUSTER III TEACHER VERBAL FEEDBACK 25 TYPE 26	27 NO VERBAL FEEDBK	28 SUSTAINING FBK	29 TERMINAL FEEDBK	30 FORM 31	32 ATTENDING	33 GRAPHO-PHONIC	34 CONTEXT	TIMING 35	36 LESS THAN 3 SEC.	MORE THAN 3 SEC.	37 POINT 38	39 BEFORE NEXT SENTENCE BREAK	AT THE NEXT SENTENCE BREAK	40 AFTER NEXT SENTENCE BREAK	STUDENT VERBAL FEEDBACK IV 41 TYPE 42	43 NONE	44 SOLICITED	45 UNSOLICITED	TIME 46	47 LESS THAN 3 SEC.	MORE THAN 3 SEC.	48 POINT 49	50 BEFORE NSB	51 AT NSB	52 AFTER NSB	REBO-LUTION V 53	54 TEACHER IDENTIFIES WD.	55 STUDENT IDENTIFIES WD.	56 OTHER IDENTIFIES WD.	57 UNCORRECTED MISCUE
	1																																																		
	2																																																		
	3																																																		
	4																																																		
	5																																																		
	6																																																		
	7																																																		
	8																																																		
	9																																																		
	10																																																		
	11																																																		
	12																																																		
	13																																																		
	14																																																		
	15																																																		
	16																																																		
	17																																																		
	18																																																		
	19																																																		
	20																																																		
	21																																																		
	22																																																		
	23																																																		
	24																																																		
	25																																																		

Inaudibles [65]

Multiple Miscues [66]

68 Turn	69 Name	70 I.D.	71 T.C.W.R.	72 T.W.L.C.S.	73 T.R.L.C.S.	75 Turn	76 Name	77 I.D.	78 T.C.W.R.	79 T.W.L.C.S.	80 T.R.L.C.S.
1						9					
2						10					
3						11					
4						12					
5						13					
6						14					
7						15					
8						16					

Date_____ Coder's name_____

Tape no._____

Text_____ Story_____ Page no._____

A Baby in the House

It was a cold, winter afternoon.
The snow that fell was mixed with rain, and so Pat stayed in the house.
When a car came up the street,
Pat jumped up and looked out.
But it was not his father's car.

"He will come home before long,"
said the woman who sat with Pat.
"When he comes, he will tell you."

It was dark when Father came home.
He went to Pat and picked him up.
"Pat, old boy, I have a surprise
for you!" said Father.

"Is it a boy?" asked Pat.

"No, a girl!" said Father.
"We have a little baby girl.
Her name is Pam."

A girl! That was something for Pat
to think about.

He had wished and wished for a boy.
Just thinking about a baby girl
made him mad.

In four days, Pat's mother came
home with the baby.
On that day, Pat and his friend
played together in the snow.

"You look mad," said Pat's friend.

"I am mad," said Pat.
"Mom came home with the baby
this morning.
Who needs a baby girl around?"

"Oh, a baby girl is not so bad!"
said the friend.
"All I have is a dog."

"I wish I had a dog," said Pat.
"I'll trade the baby for your dog."

"You can't do that," said Pat's friend.
"But I'll tell you what.
You can live at my house so you
won't have to stay around her."

"Good," Pat said as he began to run.
"I'll go home and get my things."

When Pat got home, his mother was in the kitchen.

She was mixing milk for the baby.

In the next room, the baby cried.

Jason

Pat walked over to his mother.

He was all set to tell her that he was moving out of the house.

But then he stopped.

"Mom will get mad," he said to himself.

Just then a man rapped on the door.

As Pat's mother went to the back door, the baby cried and cried.

Pat went to the door of the baby's room.

He looked at the little baby.

"She is so little," he said to himself.

Christy

Pat put his hand on the baby.

She looked up at Pat.

Before long she stopped crying.

Soon Pat's mother came in.

"Pat, you are magic!" she said.

"You made her stop crying.

What did you do?"

"She likes me," said Pat in surprise.

"Do you like her?" asked Mother.

"She is not so bad," said Pat.

And away he ran to tell his friend.

Teacher 04 Group 2

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response
	1	—	that (a)
	2	in the house	annnn (a)
	3	will	wou... (a)
	4	Pat	Pete (a)
	5	comes	cā... (a)
	6	a	it's (a)
	7	the	a (a)
	8	her	hese (a)
	9	himself	myself (a)
	10	baby	babe (a)
	11	she	sh... (a)
	12	likes	— (a)
	13	surprise	— (a)
	14	away	after (a)
	15	ran	runs (a)
	16		
	17		
	18		
	19		
	20		
	21		
	22		
	23		
	24		
	25		

Cluster I — Miscue

Type: 5 Insertion; 6 Omission; 7 Substitution; 8 Mispronunciation; 9 Don't know; 10 Hesitation; 11 Repetition

Characteristics: 12 Little change in meaning; 13 Substantial change in meaning; 14 High grapho-phonic; 15 Low grapho-phonic

Cluster II — Reactions

16 Continuation; 17 Repeated attempts; 18 Pause; 19 Call for help; 20 No opportunity; 21 Immediate self correction

Cluster III — Teacher Verbal Feedback

Type: 22 No verbal feedback; 23 Sustaining fbk; 24 Terminal feedbk

Form: 25 Attending; 26 Grapho-phonic; 27 Context

Timing: 28 Less than 3 sec.; 29 More than 3 sec.

Point: 30 Before next sentence break; 31 At the next sentence break; 32 After next sentence break

Student Verbal Feedback — IV

Type: 33 None; 34 Solicited; 35 Unsolicited

Time: 36 Less than 3 sec.; 37 More than 3 sec.

Point: 38 Before NSB; 39 At NSB; 40 After NSB

Reso-lution — V

41 Teacher identifies WD; 42 Student identifies WD; 43 Other identifies WD; 44 Uncorrected miscue

Inaudibles 45

Multiple Miscues 46

47 Turn	48 Name	49 I.D.	50 T.C.W.R.	51 T.W.L.C.S.	52 T.R.L.C.S.	47 Turn	48 Name	49 I.D.	50 T.C.W.R.	51 T.W.L.C.S.	52 T.R.L.C.S.
1	Timothy	02	53	21	16	9					
2	Carrie	02	74	41	41	10					
3	Alex	03	78	41	40	11					
4	Tanya	04	64	39	22	12					
5	Jason	05	76	44	28	13					
6	Christy	06	59	23	45	14					
7						15					
8						16					

74

107

Date

Tape no.

Coder's name

Text Together We Go (old edition) Story A Baby in the House Page no. 135

108

Calculating Reliability

Miscue Identification Agreement

Insert your values:

N = 421 C =

A = E =

B =

X = 15 $K = \frac{N\ (M + C) - E}{N^2 - E}$

Y = 406 K =

M =

Coding Agreement

Miscue Type = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

Meaning Change = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

G-P Similarity = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

Reaction = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

TVF Type = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

TVF Form = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

TVF Timing = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

TVF Point = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

SVF Type = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

SVF Form = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

SVF Point = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

Resolution = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

Extended Practice 3

Their trip to the zoo got off to a bad start. Carol and Maria walked along slowly, without talking. Their mothers talked, but the girls said nothing.

"I don't know why I thought coming here would help," Carol said to herself. "We can't even talk to each other!"

Carol looked at Maria. She was looking around, but she didn't smile.

"If only I could help," Carol thought. "How would I feel if I were in a strange country?"

Suddenly Carol stopped. Her face lit up. She tapped on the sign by a cage. Then she pointed to the animal inside.

"Wolf!" said Carol. She smiled at Maria and said, "Wolf!"

Maria smiled. Then Maria tapped on the sign and said, "Wolf." She pointed to the animal in the cage and said, "Wolf."

Then Maria shouted out, "*Lobo!*" And she pointed to the wolf.

"*Lobo!*" Carol shouted right back.

Carol and Maria looked at each other and began to laugh. Carol grabbed Maria's hand, and the two girls ran ahead to the big bear cage.

When they saw the brown bear standing on his back legs, Carol jumped to the side as if she were scared.

203 At the next cage, Maria jumped back to show Carol she was scared of the red fox crouched in the corner. They didn't need words to understand each other.

It was Maria who pointed out the possum babies. Then Maria held up her hand. But Carol shook her head to show she didn't understand.

Again Maria pointed to the babies. She put Carol's hand in hers. Then she tapped until she counted to twelve.

"Oh!" Carol jumped up and down. "I know. You're saying I could put the twelve 289 little babies in my hand!"

Teacher_____ Group_____

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I: Miscue — Type: Insertion	Omission	Substitution	Mispronunciation	Don't know	Hesitation	Repetition	Characteristics: Little change in meaning	Substantial chng in meaning	High graph-phonic	Low graph-phonic	Cluster II: Reactions: Continuation	Repeated attempt	Pause	Call for help	No opportunity	Immediate self correction	Cluster III: Teacher Verbal Feedback — Type: No verbal feedback	Sustaining fdbk	Terminal feedbk	Form: Attending	Graph-phonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before next sentence break	At the next sentence break	After next sentence break	Student Verbal Feedback — Type: None	Solicited	Unsolicited	Time: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB	Resolution: Teacher identifies wd.	Student identifies wd.	Other identifies wd.	Uncorrected miscue
	1																																										
	2																																										
	3																																										
	4																																										
	5																																										
	6																																										
	7																																										
	8																																										
	9																																										
	10																																										
	11																																										
	12																																										
	13																																										
	14																																										
	15																																										
	16																																										
	17																																										
	18																																										
	19																																										
	20																																										
	21																																										
	22																																										
	23																																										
	24																																										
	25																																										

Inaudibles [63]

Multiple Miscues [64]

78

65 Turn	66 Name	67 I.D.	68 T.C.W.R.	69 T.W.L.C.S.	70 T.R.L.C.S.	71 Turn	72 Name	73 I.D.	74 T.C.W.R.	75 T,W.L.C.S.	76 T.R.L.C.S.
1						9					
2						10					
3						11					
4						12					
5						13					
6						14					
7						15					
8						16					

113 Date_____

Tape no._____

Text_____ Story_____ Page no._____ 114

Coder's name_____

Paul

Their trip to the zoo got off to a bad start. Carol and Maria walked along slowly, without talking. Their mothers talked, but the girls said nothing.

"I don't know why I thought coming here would help," Carol said to herself. "We can't even talk to each other!"

Kim

Carol looked at Maria. She was looking around, but she didn't smile.

"If only I could help," Carol thought. "How would I feel if I were in a strange country?"

Suddenly Carol stopped. Her face lit up. She tapped on the sign by a cage. Then she pointed to the animal inside.

Jennifer

"Wolf!" said Carol. She smiled at Maria and said, "Wolf!"

Maria smiled. Then Maria tapped on the sign and said, "Wolf." She pointed to the animal in the cage and said, "Wolf."

Then Maria shouted out, "*Lobo!*" And she pointed to the wolf.

Barbara

"*Lobo!*" Carol shouted right back.

Carol and Maria looked at each other and began to laugh. Carol grabbed Maria's hand, and the two girls ran ahead to the big bear cage.

When they saw the brown bear standing on his back legs, Carol jumped to the side as if she were scared.

Cindy

At the next cage, Maria jumped back to show Carol she was scared of the red fox crouched in the corner. They didn't need words to understand each other.

It was Maria who pointed out the possum babies. Then Maria held up her hand. But Carol shook her head to show she didn't understand.

Ronnie

Again Maria pointed to the babies. She put Carol's hand in hers. Then she tapped until she counted to twelve.

"Oh!" Carol jumped up and down. "I know. You're saying I could put the twelve little babies in my hand!"

Teacher 03 Group 3

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response
	1	to	it (01)
	2	slowly	s.. (01)
	3	thought	th... (01)
	4	and	that (02)
	5	Lobo	Luby (03)
	6	and the	nnnn (04)
	7	cage	— (04)
	8	—	big (04)
	9	show canal	nnnn (05)
	10	they	nnnn (05)
	11	they didn't need words	nnnn (05)
	12	but	— (05)
	13	hers	hee (06)
	14	—	be (06)
	15	little	lu.. (06)
	16		
	17		
	18		
	19		
	20		
	21		
	22		
	23		
	24		
	25		

Cluster I — Miscue: Type (6 Insertion, 7 Omission, 8 Substitution, 9 Mispronunciation, 10 Don't know, 11 Hesitation, 12 Repetition); Characteristics (13 Little change in meaning, 14 Substantial chng in meaning, 15 High grapho-phonic, 16 Low grapho-phonic)

Cluster II — Reactions: 17 Continuation, 18 Repeated attempts, 19 Pause, 20 Call for help, 21 No opportunity, 22 Immediate self correction

Cluster III — Teacher Verbal Feedback: Type (23 No verbal feedbk, 24 Sustaining fdbk, 25 Terminal feedbk); Form (26 Attending, 27 Grapho-phonic, 28 Context); Timing (29 Less than 3 sec., 30 More than 3 sec.); Point (31 Before next sentence break, 32 At the next sentence break, 33 After next sentence break)

Student Verbal Feedback IV — Type (34 None, 35 Solicited, 36 Unsolicited); Time (37 Less than 3 sec., 38 More than 3 sec.); Point (39 Before NSB, 40 At NSB, 41 After NSB)

Resolution V — 42 Teacher identifies WD, 43 Student identifies WD, 44 Other identifies WD, 45 Uncorrected miscue

Inaudibles 46

Multiple Miscues 47

Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.
1	Paul	01	45	15	6
2	Kim	02	52	52	23
3	Jennifer	03	42	30	17
4	Barbara	04	48	20	11
5	Cindy	05	47	19	11
6	Bonnie	06	39	20	9
7					
8					

Turn	Name	I.D.	T.C.W.R.	T.W.L.C.S.	T.R.L.C.S.
9					
10					
11					
12					
13					
14					
15					
16					

Date

Tape no.

Coder's name

Text Mustard Seed Magic Story More Than Words Page no. 35

117

118

08

Calculating Reliability

Miscue Identification Agreement

Insert your values:

N = 289 C =

A = E =

B =

X = 15 $K = \frac{N(M + C) - E}{N^2 - E}$

Y = 274 K =

M =

Coding Agreement

Miscue Type = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

Meaning Change = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

G-P Similarity = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

Reaction = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

TVF Type = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

TVF Form = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

TVF Timing = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

TVF Point = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

SVF Type = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

SVF Form = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

SVF Point = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

Resolution = $\frac{\text{Agreements}}{\text{Possible Agreements}}$ = = %

References

Cohen, J. A Coefficient of Agreement for Nominal Scales. Educational and Psychological Measurement, 1960, 20, 37-46.

Goodman, K. Reading: A Psycholinguist Guessing Game. Journal of the Reading Specialists, 1967, 4, 126-135.

Goodman, Y. & Burke, C. Reading Miscue Inventory Manual. London: Collier and MacMillan, 1972.

Hoffman, J. & Baker, C. Characterizing Teacher Feedback to Student Miscues During Oral Reading Instruction. Paper presented at the annual conference of the International Reading Association, St. Louis, 1980.

Teacher _____ Group _____

FORMAS

Time Code	Miscue Number	Expected Response	Observed Response	Cluster I: Miscue — Type: Insertion	Omission	Substitution	Mispronunciation	Don't Know	Hesitation	Repetition	Characteristics: Little Change in Meaning	Substantial Chng in Meaning	High Grapho-Phonic	Low Grapho-Phonic	Cluster II: Reactions: Continuation	Repeated Attempts	Pause	Call for Help	No Opportunity	Immediate Self Correction	Cluster III: Teacher Verbal Feedback — Type: No Verbal Feedback	Sustaining Fbk	Terminal Feedbk	Form: Attending	Grapho-Phonic	Context	Timing: Less than 3 sec.	More than 3 sec.	Point: Before Next Sentence Break	At the Next Sentence Break	After Next Sentence Break	Cluster IV: Student Verbal Feedback — Type: None	Solicited	Unsolicited	Time: Less than 3 sec.	More than 3 sec.	Point: Before NSB	At NSB	After NSB	Cluster V: Reso-lution: Teacher Identifies WD	Student Identifies WD	Other Identifies WD	Uncorrected Miscue
	1																																											
	2																																											
	3																																											
	4																																											
	5																																											
	6																																											
	7																																											
	8																																											
	9																																											
	10																																											
	11																																											
	12																																											
	13																																											
	14																																											
	15																																											
	16																																											
	17																																											
	18																																											
	19																																											
	80																																											
	81																																											
	82																																											
	83																																											
	84																																											
	85																																											

Inaudibles ____ Multiple Miscues ____

58 Turn	59 Name	60 I.D.	61 T.C.W.R.	62 T.W.L.C.S.	63 T.R.L.C.S.	58 Turn	59 Name	60 I.D.	61 T.C.W.R.	62 T.W.L.C.S.	63 T.R.L.C.S.
1						9					
2						10					
3						11					
4						12					
5						13					
6						14					
7						15					
8						16					

Date _____ Coder's name _____

Tape no. _____

Text _____ Story _____ Page no. _____

Appendix B

FORMAS Definitions

1. Miscue number - the ordinal sequence of each miscue in the interaction being coded.

2. Expected response - the text word that is inovlved in the miscue.

3. Observed response - what the student did (or did not do) in making the miscue.

4. Miscue - an observed response that differs from an expected response.

5. Miscue type - classification scheme for observed miscues.

6. Insertion - the reader inserts a word or an affix which is not present in the text.

7. Omission - the reader omits a word or an affix which is present in the text.

8. Substitution - the reader substitutes a word or an affix for one which is present in the text.

9. Mispronunciation - the reader substitutes a partial or complete nonsense utterance for a word or affix which is present in the text.

10. Don't know - the reader stops before attempting a word and verbally requests teacher assistance.

11. Hesitation - the reader pauses before attempting a word for at least 3 seconds or the teacher or another student intervenes before the 3 second period elapses.

12. Repetition - saying a text word or set of adjacent text words two or more times.

13. Miscue characteristics - qualitative features of each particular type of miscue.

14. Little meaning change - the miscue alters the author's intended meaning only slightly.

15. Substantial meaning change - the miscue alters the author's intended meaning significantly.

16. High grapho-phonic similarity - at least 2 of the 3 parts of the observed response conform to the expected response.

17. Low grapho-phonic similarity - less than 2 of the 3 parts of the observed response conform to the expected response.

18. Reactions - how the reader initially deals with his miscue.

19. Continuation - student continues reading with no apparent attention to the miscue.

20. Repeated attempts - the reader makes repeated attempts at identifying the text word.

21. Pause - student stops reading for at least 2 seconds after the miscue occurs.

22. Call for help - reader explicitly requests teacher assistance after the miscue has been made.

23. No opportunity for reaction - teacher or another student intervenes within 2 seconds of the miscue occurring and no other reaction by the student is in evidence.

24. Immediate self-correction - student self-corrects the miscue immediately before showing evidence of any other reaction.

25. Teacher verbal feedback - initial verbal teacher behavior that follows a miscue and reader's reaction to the miscue and relates to the expected or observed response.

26. Feedback type - the general nature of teacher feedback.

27. No verbal feedback - teacher displays no verbal feedback strategy which is directly related to the identification of the target word.

28. Sustaining feedback - teacher verbal feedback that provides the reader with the opportunity to identify part or all of an expected response.

29. Terminal feedback - first response of teacher is to identify target word or call on another student.

30. Feedback form - specific characteristics of sustaining teacher feedback.

31. Attending - sustaining feedback which offers the reader another response opportunity but provides reader with no new information and is noncue focusing.

32. Grapho-phonic - sustaining feedback which relates to visual and/or sound related characteristics of the miscue and/or the expected response.

33. Context - a sustaining prompt which initially relates to the surrounding semantic (meaning) or syntactic (structural) features.

34. Timing of teacher feedback - the time in seconds that has elapsed between the miscue and the initiation of feedback.

35. Less than 3 seconds - time period which intervenes between the occurrence of a miscue and teacher feedback.

36. More than 3 seconds - time period which intervenes between the occurrence of a miscue and teacher feedback.

37. Point of feedback - sentence position relative to the miscue at which the teacher provides feedback.

38. Before the next sentence break - teacher feedback offered before the student completes reading the sentence containing the target miscue.

39. At the next sentence break - teacher feedback offered when the student completes reading the sentence containing the target miscue.

40. After the next sentence break - teacher feedback offered when the student has read beyond the sentence containing the target miscue.

41. Student verbal feedback - verbal behavior of a student other than the reader relating to the expected or observed response.

42. Student feedback type - the general nature of student verbal feedback.

43. None - no other student offers verbal feedback directly related to the miscue.

44. Solicited - a student's verbal feedback that is requested by a teacher.

45. Unsolicited - verbal feedback that is volunteered by a student and not requested by a teacher.

46. Time of student feedback - the time in seconds that has elapsed between the miscue and the initiation of a student's feedback.

47. Less than 3 seconds - time period which intervenes between the occurrence of a miscue and student feedback.

48. More than 3 seconds - time period which intervenes between the occurrence of a miscue and student feedback.

49. Point of feedback - sentence position relative to the miscue at which a student provides feedback.

50. Before the next sentence break - other student feedback offered before the reader completes the sentence containing the target miscue.

51. At the next sentence break - other student feedback offered when the reader completes the sentence containing the target miscue.

52. After the next sentence break - other student feedback offered after the reader has progressed beyond the sentence containing the target miscue.

53. Miscue resolution - whether or not the miscue is corrected and the individual correcting the miscue.

54. Teacher identifies word - teacher identifies word (or corrects a student's miscue).

55. Student identifies word - reader self-corrects his own miscue.

56. Other identifies word - person other than the teacher or student reading identifies target word.

57. Uncorrected miscue - student continues reading with miscue left uncorrected.

58. Turn - sequence in which student reads.

59. Name - student's name.

60. I.D. - student's unique I.D. number.

61. T.C.W.R. - Total number of Correct Words Read.

62. T.W.L.C.S. - Total number of Words in Longest Correct String.

63. T.R.L.C.S. - Time for Reading Longest Correct String in seconds.

64. Multiple miscues - a tallying of student generated miscues that involve two or more contiguous text words which are not attended to individually either through self-correction or teacher feedback.

65. Inaudibles - possible miscues which cannot be coded because of poor audio quality or other factors.